

DOCUMENT RESUME

ED 116 463

FL 007 329

TITLE Spanish as a Second Language for Children.
 INSTITUTION California Univ., Santa Cruz.
 SPONS AGENCY Office of Education (DHEW), Washington, D.C.
 PUB DATE Nov 74
 GRANT OEG-0-70-4939
 NOTE 512p.; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-\$0.92 Plus Postage. HC Not Available from EDRS.
 DESCRIPTORS *Bilingual Education; Elementary Education; *Elementary School Curriculum; *Instructional Materials; *Language Instruction; Language Patterns; Language Programs; Lesson Plans; Modern Language Curriculum; Pattern Drills (Language); Second Language Learning; *Spanish; Textbooks; Visual Aids

ABSTRACT

If children in a bilingual education program are to be equally competent in Spanish and English, there is a clear need for teaching Spanish. This can be done indirectly, by presenting curriculum material such as math, science and art bilingually or in Spanish, by telling stories in Spanish, and by using Spanish for various classroom and playground activities. The indirect method should be supplemented by a direct one, with Spanish language lessons. The present curriculum presents a set of 75 lessons designed to provide three years' work in Spanish as a second language and to be started in kindergarten or in the first grade. A language pattern for each lesson is provided and the outline for each lesson consists of the language patterns to be covered, materials needed, and teaching procedures. Various kinds of oral exercises are described, including repetition drills, substitution drills, chain drills and dialogue drills, along with suggestions for carrying them out. Record sheets are designed to record the evaluation of a child's performance, and review lessons are incorporated in the curriculum. The curriculum is designed to include the participation of bilingual students and monolingual Spanish speakers. Reading and writing activities are included more frequently as the curriculum progresses. (CLK)

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SPANISH AS A SECOND LANGUAGE FOR CHILDREN

Culturally Democratic Learning Environments
Follow Through
University of California
Santa Cruz, California 95064

Grant # OEG-0-70-4939

November, 1974

FL007329

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SPANISH AS A SECOND LANGUAGE FOR CHILDREN

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INTRODUCTION

In most of the classrooms of bilingual programs where the second language is Spanish, there will be found children who are monolingual in Spanish, those who are monolingual in English, and those who have widely varying degrees of bilingualism.

If a fairly comparable level of attainment in Spanish and English is one of the aims of the bilingual program, there is a clear need for teaching the Spanish language. Ideally, this should be taught both directly and indirectly.

Indirect teaching of Spanish occurs when lessons such as math, science and art are presented bilingually or in Spanish; when stories are told in Spanish; when a group of children speak in Spanish together; when Spanish is used to conduct various classroom and playground activities.

This highly valuable indirect language learning should be supplemented by direct teaching, by giving Spanish language lessons. The following curriculum is a set of such lessons.

GRADE LEVELS

This curriculum consists of seventy-five lessons, which might provide about three year's work in Spanish as a Second Language. The lessons can be initiated with Kindergarten or First Grade children.

DURATION AND FREQUENCY OF LESSONS

Each "lesson" may take several sessions to present effectively. The teacher should pace the lessons according to the rate at which the children progress.

It would be ideal if some direct teaching of Spanish were to occur every day. In any case, as with all language teaching, "little and often" is the best guideline. Long lessons in a second language are not nearly as effective as frequent short ones.

THE PARTICIPANTS

These lessons have been field tested in the Kindergarten through Third Grade classrooms at Cucamonga Elementary School. In general, the various activities and games included in the lesson plans make it possible for bilingual children, and even those who are monolingual in Spanish, to participate and gain something of value from the lessons. Spanish speaking children provide the most easily imitated models, their presence in the group helps the non-Spanish speaker greatly. (Moreover, Spanish speaking children enjoy the competence they can display in these lessons, and this can contribute to their pride in knowing Spanish.) However, the teacher may at times find it advisable to give the non-Spanish speakers some extra drill while the Spanish speakers do something different.

REVIEW

For effective language learning to take place, whatever is learned should be kept active, that is, used constantly. The best form of review is for the teacher to use the language of these lessons in appropriate everyday situations, and to encourage the children to use this language whenever possible.

In addition, formal review lessons alternate with new material throughout this curriculum.

EVALUATION

There is a record sheet that can be duplicated on page 9. The teacher can fill in the names of the children. A useful way to record progress is to mark O by a child's name when he has been present at a lesson; Ø when he has performed adequately during the lesson; ● when he shows during review of that lesson that he has retained what he has learned.

After each lesson, under the heading "Evaluation," the point during the lesson at which individual performance can be evaluated is indicated.

READING AND WRITING

As the lessons progress, reading and writing activities are more frequently included.

ORAL DRILLS

Oral drills form the most important part of our Spanish as a Second Language for Children curriculum. Two topics will be considered:

1. Descriptions of various types of oral drills
2. Suggestions for keeping drills lively and interesting

TYPES OF ORAL DRILLS

The aim of these drills is to give the student controlled intensive practice in using common Spanish language patterns. Such practice should lead the pupil to build good language habits; he should begin to use these patterns more automatically without having to translate from his first language.

Signals

Develop a system of hand signals to use to cue the children. It is worth taking time to teach these initially, for they will save time and explanation during lessons.

These are a few examples of signals:

Listen, escuchen	Cup your hand behind your ear.
Repeat, repitan	Beckon.
Repeat three times, Repitan tres veces	Beckon. Then hold up three fingers for the three repetitions. Lower one finger for each repetition.
Your turn, tu turno	Point to individuals; call them by name.

Repetition drills

Repetition drills are used to introduce new words and phrases to the pupils. They are used to teach lines of songs or dialogues which pupils memorize.

Do not use lengthy phrases in these drills; they can always be broken down into shorter segments.

Procedure

1. Signal the pupils to listen. Say the phrase several times: un libro, un libro, un libro.

2. Signal the group to repeat.
Pupils: un libro, un libro, un libro
3. Signal that one half of the group should repeat, the other half listen:
Half the pupils: un libro, un libro, un libro
4. The other half repeats; listen for errors.
5. Call on individual pupils to repeat.

Substitution drills

Substitution drills immediately follow the repetition drills to give further practice.

This technique consists of changing one or more minor elements of a pattern that is being learned. Cue the pupils by saying the word or words they will substitute. As the pupils' attention is focussed more on the word or words being substituted, their use of the larger language structure should become more automatic.

Procedure

First teach the group the technique of this drill.

1. Say a phrase: Es un libro.
2. Signal the pupils to repeat. Pupils: Es un libro.
3. Say the substitution: un lápiz.
4. Say the whole phrase: Es un lápiz.
5. Signals the pupils to repeat. Pupils: Es un lápiz.
6. Say another substitution: un borrador.
7. Say the whole phrase: Es un borrador.
8. Signals the pupils to respond. Pupils: Es un borrador.
9. Say another substitution: una caja.
10. Signal the group to respond. Pupils: Es una caja.

NOTE: If the pupils do not respond correctly at number 10, continue the first sequence until they get the point. Point out to the pupils the difference between a substitution and a repetition drill when they have understood.

Once the children understand the technique of a substitution drill, it should proceed like this.

1. Teacher: Es un libro.
2. Signal the children to repeat.
3. Pupils: Es un libro.
4. Teacher: un lápiz.
5. Signal the children to respond.
6. Pupils: Es un lápiz.

Be sure to announce to the pupils whether the drill they are going to do is a repetition or a substitution drill. This can be explained any way that will be clearest to the children.

(Repetition drill)

Teacher: I want you to repeat after me.

or

Repitan, por favor.

(Substitution drill)

Teacher: I will only say one / a few words.

I want you to say the whole sentence.

or

Voy a decirles solamente unas palabras.

Quiero que ustedes me digan la oración completa.

Chain drills

In chain drills the students have the opportunity to use the language they have learned. This type of drill usually consists of questions and answers.

Procedure

1. Ask the first child a question:
Teacher: John, ¿qué es esto?
2. The first pupil responds; then asks the pupil the teacher points to, the same question:
John: Esto es un libro. Patty, ¿qué es esto?

3. The next child responds and then asks the child the teacher indicates:

Patty: Esto es un lápiz. Terry, ¿qué es esto?

4. Continue until everyone has had a turn to practice the question and the answer patterns.

Remember to indicate which child should be addressed next. Have them address children sitting further away from them, so that they will speak up rather than whisper.

Dialogue drills

Dialogue drills give the pupils a sense of communicating in the second language.

Use puppets or act the parts when presenting the dialogue for the first time. The dialogue should be presented as dramatically as possible.

Procedure

1. Present the whole dialogue.
2. Have the pupils memorize the dialogue through repetition drills.
3. Divide the group into sections, and have each section play the part of a character. Parts should be switched to give everyone a turn at being all the characters.
4. Invite individuals to do the dialogue with you.
5. Call on individuals to do the dialogue themselves with your help.

SUGGESTIONS FOR KEEPING ORAL DRILLS LIVELY AND INTERESTING

ALWAYS BEGIN DRILLS IN AN ENTHUSIASTIC AND LIVELY MANNER. YOUR ATTITUDE IS A KEY FACTOR IN THE INTEREST AND SUCCESS THE CHILDREN WILL HAVE.

1. Use pictures and things both to focus the children's attention and to clarify the meanings of words and phrases.

pictures

real objects

posters

puppets

any other visuals and manipulables

2. Be dramatic in order to focus the children's attention and to clarify meanings. Use:

voice

gestures

facial expressions

3. Use a fast tempo for drills and keep the sessions brief.
4. Translate briefly and quickly when someone does not understand; do not translate when the child understands. Simply give the word or phrase in the first language, then say it again in the second language. Possibly have the child repeat it in the second language.
5. As a general rule, speak normally but enunciate distinctly. If a child has difficulty with a word or phrase, have him repeat sections after you and then repeat the whole word or phrase with him. Have the child look in a mirror to check that he shapes his mouth the same way you do.
6. Use the children's names frequently in the drills.
7. Praise and encourage children by name for their achievement.
8. Run through the lesson you are going to teach beforehand; role play it with another adult. It is not easy to conduct oral drills fluently, so you may need to rehearse quite often at first.
9. Have all materials ready.

CHILDREN'S RECORD SHEETS

Name

Buenos días/Buenas tardes.

¿Cómo estás?

Bien, gracias, ¿y tú?

¿Cómo te llamas?

¿Cómo se llama usted?

Él/Ella se llama él/ella?

¿Cómo se llama _____?

¿Cómo se llama _____?

¿Qué es esto?

Es un/una _____.

Nome

Dame el/la _____

Tenga el/la _____

Ten el/la _____

¿Qué falta? _____

Falta el/la _____

¿De qué color es el _____?

El _____ es _____

¿De qué color es la _____?

La _____ es _____

¿Es _____ el/la _____?

No, el/la _____ es _____

¿De quién es el/la _____?

El _____ es _____

La _____ es mía.

_____ es mía.

Name

El/La _____ es le _____.
¿Con quién vives?

Vivo con mi _____.

Traigo puesto un/a/os/as _____.

El/La _____ está sobre el/la _____.

la/del _____ está debajo de _____.

¿Dónde está el/la _____?

Le tengo miedo a los/las _____.

¿Le tienes miedo a _____?

Sí/No, no le tengo miedo a _____.

Name _____

¿Qué es esto? _____

Es un/una _____

¿Dónde están los/las _____?

Los/Las _____

debajo de la/del _____

Me toco el/la/los/las _____?

¿Qué estoy tocando? _____

El/La _____

El/La _____ está caliente.

Esta/Este grande/chiquito/chiquita.

(No) Me gusta _____

es/no es _____

Me gustan los/las _____

ar. _____

Name

¿Dónde está el/la _____?
El/la _____ está afuera/
adentro de la/del _____.
Hace frío/calor. _____
Hay nieve en _____.
Está lloviendo. _____
Está haciendo mucho viento.
En el desayuno comemos
_____ etc.
Es hora de levantarse, etc.
¿Qué dice _____?
En las mañanas me levanto a las _____.

Name

¿Qué dice el niño?
¿Qué haces en las mañanas?
etc?
Él/Ella sabe
¿Sabes
Sí, yo sé
No, yo sé
Yo no sé
Le ayudo a mamá/papá a
¿En qué le ayudas a tu mamá/
papá?
En
hay una/s

NAME

¿De qué color es el/la _____?
El/La _____
(6 or more colors correct)

¿Es azul el lápiz?
No, el lápiz no es azul.
El lápiz es amarillo.
(6 or more colors correct)

¿Con quién vives?
Vivo con mi mamá.
relatives correct)

Yo soy _____
Tengo _____
Tengo _____ años.
Tengo _____ hermanos.

Le ayudo a mamá a cocinar.
Le ayudo a mamá a planchar.

NAME

Le ayudo a mamá a coser.
Le ayudo a mamá a componer el
carro.
Le ayudo a papá a cortar el zacate.
Le ayudo a papá a lavar el carro.
Le ayudo a papá a limpiar el solar.
ventanas.
¿En qué le ayudas a tu mamá/papá?
El lunes antes de almorzar etc. (song).
¿Qué estoy haciendo?
Lavando.
Planchando.
Barriendo.
Trapeando.
Cosiendo.
Cocinando.

NAME

¿Qué dice el niño/ la niña?
 En las mañanas me levanto,
 desayuno, me voy a la escuela.
 En la escuela leo mi libro, juego
 con mis amigos, escribo las
 letras.
 En las tardes le ayudo a mamá,
 ando en bicicleta, voy a la
 tienda.
 ¿Qué haces en las mañanas, juego
 escuela, en las tardes, voy a la
 a lavar los platos, en la
 En las mañanas le ayudo a mamá
 a barrer el piso.
 En las mañanas le ayudo a mamá
 a limpiar la mesa.
 En la escuela le ayudo a mamá
 a limpiar el pinto.

NAME

En la escuela le ayudo a los
maestra a arreglar los libros.

En la escuela le ayudo a la
maestra a sacar punta a los
lápices.

En las tardes le ayudo a mamá a
hacer la cena.

En las tardes le ayudo a mamá a
limpiar la estufa.

Me gusta jugar con la pelota.

Me gusta jugar con la pelota.

Me gusta dibujar.

Mario tiene mucha ropa nueva.

Mario se pone su camisa
blanca.

Mario se pone sus
pantalones azules.

Mario se pone sus calcetines blancos.

Mario se pone sus calcetines negros.

Mario se pone sus zapatos cinturón café.

Mario se pone su faja /

¿Qué tiene Mario?

Muéstrame / Muéstrenme la camisa blanca de Mario.

En el desayuno comemos la mantequilla.

En la comida comemos huevos pollo, pescado, pan con

hamburguesas, carne guisada, fideo.

En la cena comemos arroz con

NAME

¿Qué comemos en el desayuno/
la comida / la cena?
Esta caja está más liviana/
pesada?
¿Cuál es más liviana/
pesada?
Esto es más liviano /
pesado.
Me toco el brazo /
pie.
Me toco la cabeza / tronco /
pierna.
Me toco los brazos / mano /
¿Qué estoy tocando?
La cabeza. (etc.)
Esta es la cara.
Esta es la frente.
Esta es la nariz.
Esta es la boca.
Este es la ceja.
Este es la lengua.
Este es el pelo.

NAME

Éstas son las orejas.
Éstas son las pestañas.
Éstas son las cejas.
Éstos son los ojos.
Éstos son los dientes.
Muéstrame el / la
Dibujen el / la
Es hora de levantarse.
Es hora de desayunar.
Es hora de salir al recreo.
¿Qué dice la mamá / maestra?
Es un muchacho o una muchacha?
¿De qué color tienen los ojos: azules, verdes o cafés?

00024

NAME

Tiene los ojos azules / verdes /
café.
¿Tiene el pelo largo / corto?
Tiene el pelo largo o el pelo
corto?
¿De qué color es el pelo
?

Es rubio / café / negro.
¿Trae puesto un suéter azul?
Él / Ella sabe nadar.
Él / Ella sabe brincar.
Él / Ella sabe marchar.
¿Sabes nadar?
¿Sabes brincar?
¿Sabes marchar?
¿Sabes cocinar?

NAME

¿Sabes escribir?
¿Sabes leer?
Sí, yo sé

¿Qué está haciendo el / la
Está / No, yo no

¿Qué estoy haciendo?
Estás / la / la

¿Dónde está el / la
El / La (several verbs)
la / la está sobre el /

El / La del está debajo de /
la / la está afuera de la
En la cocina hay una estufa

un lavatrastes, un estufa

NAME

En la sala hay una televisión, una lámpara,
 En el baño hay una tina, un sillón,
 En la recámara hay una tina, un
 un tocador, un excusado.
 En el comedor hay una cama,
 una trastero, un ropero.
 El / La mesa.
 el / La
 ¿Dónde va el / la va / no va en
 Este vaso / frasco está vacío?
 ¿Este vaso / frasco está vacío?
 Si, está vacío / lleno?
 No, no está vacío / lleno.
 Chris / Marta está escribiendo
 con el lápiz.
 Chris / Marta está escribiendo
 la pelota.
 Chris / Marta está jugando con
 tijeras. con las

NAME

El pájaro puede volar.
 Los patos pueden nadar.
 Chris / Marta está borrando con el borrador.
 Chris / Marta está borrando con las crayolas.
 ¿Tienes la esposa del carnicero? (etc.; family game)
 En Cucamonga hay una iglesia.
 En Cucamonga hay una tienda.
 En Cucamonga hay una oficina de bomberos.
 En Cucamonga hay una estación de gasolina.
 Los sapos pueden brincar.
 El pato sabe nadar.
 Los pájaros pueden volar.

AME

El gato puede trepar.

Los gatos pueden trepar.

El perro puede ladrar.

Los perros pueden ladrar.

El caballo puede galopar.

Los caballos pueden galopar.

Me gusta jugar a las muñecas.

Me gusta / No me gusta jugar a la pelota.

Me gusta / No me gusta jugar a la cuerda.

¿A qué te gusta jugar?

Hay nieve en las montañas, el

Está lloviendo.

Está haciendo mucho

NAME

En el invierno hay nieve;
hace frío.
En la primavera hay nieve;
En el verano llueve;
cambian los árboles.
¿Cuándo llueve?
¿Cuándo llueve?
¿Cuándo hace calor?
de color?
¿Cuándo cambian los árboles
de color?
Estoy triste.
Estoy contento / contenta.
Fui a la tienda y compré
harina, manteca y sal.
Fui al correo y le mandé una
tarjeta de cumpleaños a
mi abuelita.
Fui con mi papá a la
gasolinera y compramos una
gasolina.
¿A dónde fuiste?
Al / A la

NAME

¿Qué compraste?

¿Qué mandaste?

Una tarjeta de cumpleaños?

Fui a la tienda y compré
frutas, leche, carne y pan.

Fuimos al aeropuerto y
vimos los aviones (etc.).

Fuimos al parque y vimos
muchos pájaros, a los
niños jugando (etc.).

Fuimos al parque zoológico
con mi clase y vimos un
león (etc.).

The child understands the
passage for Lesson 47.

¿Qué hora es?

Es la una.

Son las ____.

NAME

Juan se levanta a las siete.
Juan dice, "Me levanto a las siete."
Juan se va a la escuela a las ocho.

Juan dice, "Me voy a la escuela a las ocho."
Juan come a las dos.
Juan dice, "Como a las dos."

Juan sale de la escuela a las tres de la tarde.
Juan dice, "Salgo de la escuela a las tres de la tarde."
Juan cena a las siete de la tarde.

Juan dice, "Ceno a las siete de la tarde."
Juan se acuesta a las nueve.
Juan dice, "Me acuesto a las nueve."

¿Qué hace Juan?
¿Qué dice Juan?

AME

¿A qué hora te levantas?
Me levanto a las siete.
¿A qué hora te vas a la escuela?
Me voy a la escuela a las ocho.
¿A qué hora comes?
Como a las doce.
¿A qué hora sales de la escuela?
Salgo de la escuela a las tres.
¿A qué hora cenas?
Ceno a las siete.
¿A qué hora te acuestas?
Me acuesto a las nueve.

22

Fui a la tienda y compré
Fui al aeropuerto y vi
Fui al parque y vi
El (lunes, etc.) limpie mi
bici/clera.
El (lunes, etc.) limpie mi
mis amigos.
El (lunes, etc.) limpie mi
tienda con mi papá.
El (lunes, etc.) limpie con
abuelita.
El (lunes, etc.) visite a mi
fiesta de mi primo.
El (lunes, etc.) visite a mi
biblioteca.
El (lunes, etc.) visite a mi
el parque.
(No) me gusta jugar
a/al gusto jugar
(several
game

¿A qué te gusta jugar?
(No)

me gusta jugar / brincar /
dibujar / pintar.

El

La

Los

Las

En

(Cucamonga)

¿Qué puedes ver?

Puedo ver una/un

Chris/Marta está

escribiendo con

el lápiz, etc.

Chris/Marta dice, "Voy a
 escribir." Etc.
 Mario tiene mucha ropa
 nueva.
 Mario se pone su / sus
 "Era el día de las brujas."
 ¿Qué dice el niño / la niña
 En las mañanas me levanto
 (etc.).
 En la escuela leo mi libro
 mamá (etc.).
 ¿Qué haces en las mañanas,
 en la escuela / en a las
 tardes?
 Les tengo miedo a los
 fantasmas (etc.).
 ¿Les tienes miedo a

My hermanito / hermanita les
tiene miedo a _____.
Sí / No, no les tengo miedo

"Los niños juegan fútbol."
"El Primer Día de Acción de
Gracias."
The children know the names
for the months.

The children know the names
for the months.
Voy de compras con the names
voy a comprar un/una y

¿Cuánto cuesta un/ una
un/una centavo(s) / dólar(es)
centavo(s) / dólar(es)
Lo / la voy a comprar.

"En la mañana me despierto."
Understand and answer
questions on "Una
rana salta....?"

Understand and answer questions on "La maestra dice 'Vamos a tocar.'..."
Understand and answer questions on "La maestra dice, 'Vamos a tocar.'..."
¿Cuánto cuesta un/una _____?
Cuesta _____; pago / pagas _____.
¿Cuánto voy a recibir cambio?
The Same: "familias."
"Todos los niños van al circo."
Yo toque mi trompeta / saxofón / clarinete.
"Paco: Vamos a jugar con una canoa."

"Los niños están haciendo
sus maletas."

"Con la canoa arriba del
carro..."

¿Qué has pintado
He pintado

¿Qué ha pintado Sue?
Ha pintado

The children can play "Auction."
El camionero carga y lleva
productos a las tiendas.

El camionero trabaja de día y
de noche.

La dentista arregla las muelas
picadas.

La dentista limpia los
dientes de los
pacientes.

El policía carga una
pistola y una insignia.

El policía maneja un carro
negro con blanco.

La chofer del camión maneja
el camión de la escuela.

La chofer del camión maneja
a los niños hasta la escuela.

¿Quién carga y lleva
productos a las tiendas?

¿Qué hace el/la
Cargador soy? —?

Manejo una pistola.
Cargador soy un carro blanco y
negro.

Trabajo y llevo productos
a las tiendas.
Trabajo de día y de
noche.

Arreglo las mu-
picadas.

Limpio los dientes de los
pacientes.

Manejo el camión de la
escuela.

Llevo a los niños a sus
casas.

¿Qué dice el/la _____?

LANGUAGE PATTERNS FOR LESSONS 1-75

00042

PART
NUMBER

REVIEW

LESSON

1.

- a. Buenos días.
Buenas tardes.
¿Cómo estás?
Bien, gracias, ¿y tú?
Bien, gracias.

- b. ¿Cómo te llamas?
se llama usted?

Me llamo _____.

2.

- a. ¿Cómo se llama él?
ella?

Él
Ella se llama _____.

- b. Él es mi amigo.
Ella es mi amiga.
¿Cómo se llama tu amigo?
amiga?

Mi amigo
amiga se llama _____.

3.

a. ¿Qué es esto?

Es un lápiz.
libro.
borrador.

Es una silla.
crayola.
mesa.
puerta.
ventana.
alfombra.

b. Dame el lápiz.
libro.
borrador.
papel, etc.

Dame la crayola, etc.

Ten el ____.
la ____.

Tenga el ____.
la ____.

c. ¿Qué falta?

Falta el ____.
la ____.

4.

¿Qué es esto?

Es un lápiz.
libro.
borrador.

Es una silla.
crayola.
mesa.
puerta.
ventana.
alfombra.

R 3-A

a. ¿De qué color es el ____?
Es verde el lápiz?

El ____ es rojo.
No. El ____ es anaranjado.
amarillo.
verde.
azul.
morado.
negro.
blanco.
café.

b. ¿De qué color es la ____?
¿Es café la canasta?

La ____ es roja.
No. La ____ es anaranjada.
amarilla.
verde.
azul.
morada.
negra.
blanca.
café.

PART
NUMBER

REVIEW

LESSON

5.

¿Cómo te llamas?
se llama usted?

Me llamo _____.

R 1-B

¿De quién es el _____?
la

El _____ es mío.

La _____ es mía.

El _____ es de Juan.
La

6.

Dame el lápiz.
libro.
borrador.
etc.

Dame la crayola.
etc.

Ten el _____.
la

Tenga el _____.
la

R 3-B

¿Con quién vives?

Vivo con mi mamá.
papá.
hermano.
hermana.
tío.
tía.
abuelito.
abuelita.

PART
NUMBER

REVIEW

LESSON

7.

¿De qué color es el lápiz.
etc.

¿De qué color es la crayola?
etc.

El lápiz es azul.
etc.

La crayola es verde.
etc.

R 4-A

Traigo puesto un sombrero.
suéter.
abrigo.
vestido.

Traigo puesto unos zapatos.
pantalones.
calcetines.

Traigo puesto una falda.
camisa.
chaqueta.
blusa.

Traigo puesto unas botas.

8.

¿Qué falta?

Falta el
la

R 3-C

El _____ está sobre la _____.
La _____

El _____ está debajo de la _____.
La _____ del _____

¿Dónde está el _____?
la _____

PART
NUMBER

REVIEW

LESSON

9.

Traigo puesto _____.

R 7

Les tengo miedo a las víboras.
arañas.
brujas.
ratas.

Les tengo miedo a los fantasmas.
monstruos.

¿Le tienes miedo a _____?

No, no le tengo miedo a _____.
Sí,

10.

¿Con quién vives?

Vivo con mi _____.

R 6

¿Qué es esto?

Es un perro.
gato.
canario.
perico.
pato.
pescadito.
ratón.
etc.

Es una rata blanca.
etc.

PART
NUMBER

REVIEW

LESSON

11.

¿Dónde está el la _____?

El _____ está sobre la el _____.

El _____ está debajo de la del _____.

_____.

R 8

¿Dónde están los las _____?

Los _____ están sobre la el _____.

Los _____ están debajo de la del _____.

12.

Traigo puesto un sombrero.
suéter.
abrigo.
vestido.

Traigo puesto unos zapatos.
panta-
lones.
calcetines.

Traigo puesto una falda.
camisa.
blusa.

Traigo puesto unas botas.

¿Qué traes puesto?

Los colores.

Me toco el brazo.
tronco.
pie.

Me toco la cabeza.
mano.
pierna.

Me toco los brazos.
pies.

Me toco las manos.
piernas.

¿Qué estoy tocando?

R 7

R 4-A+B

PART
NUMBER

REVIEW

LESSON

13.

¿Qué es esto?

Es un lápiz.
libro.
borrador.

Es una silla.
crayola.
mesa.
puerta.
ventana.
alfombra.

R 3-A

El caldo
chocolate está caliente.

La leche
etc. está caliente.

El caldo
etc. está frío.

La leche
etc. está fría.

14.

¿Qué es esto?

Es un perro.
gato.
canario.
etc.

Es una rata blanca.
etc.

R 10

Esta casa
pelota
bicicleta
silla
ventana
puerta es
no es grande.
chiquita.

Este carro
pájaro
animal
árbol
libro
perro
numero es
no es grande.
chiquito.

PART
NUMBER

REVIEW

LESSON

15.

Me toco el brazo.
tronco.
pie.

Me toco los brazos.
pies.

Me toco la cabeza.
mano.
pierna.

Me toco las manos.
piernas.

¿Qué estoy tocando?

La cabeza.

R 12

Me gustan las manzanas.
naranjas.
uvas.
toronjas.

Me gustan los plátanos.

No me gustan los
las ____.

16.

El caldo
La leche está caliente.

El helado
etc. está frío.

La leche
etc. está fría.

R 13

Me gusta jugar a la pelota.
brincar.
dibujar.
pintar.

PART
NUMBER

REVIEW

LESSON

17.

¿Dónde está el la _____?

El _____ está sobre la el _____.

El _____ está debajo de la del _____.

R 8

¿Dónde está el la _____?

El _____ está afuera
La adentro

de la caja.

18.

Esta casa
pelota
bicicleta
silla
ventana
puerta es no es _____

grande.
chiquita.

R 14

Hace frío.
calor.

¿Hace frío?
calor?

Sí, hace frío.
calor.

PART
NUMBER

REVIEW

LESSON

19.

Me gustan
No me gustan

las

manzanas.
naranjas.
uvas.
toronjas.
peras.

Me gustan
No me gustan

los

plátanos.
higos.

¿Te gustan las _____?
los

Sí, me gustan
No, no me gustan

las

manzanas.
naranjas.
uvas.
toronjas.
peras.

Sí, me gustan
No, no me gustan

los

plátanos.
higos.

R 15

Hay nieve en las montañas.
el zacate.
los árboles.

Está lloviendo.

Está haciendo mucho viento.

20.

Hace frío.
calor.

¿Hace frío?
calor?

Sí, hace frío.
calor.

R 18

En el desayuno comemos

huevos con chorizo.
cereal.
pan con mantequilla.

En la comida comemos

arroz con pollo.
pescado.
carne guisada.

En la cena comemos

tacos.
hamburguesas.
sopa de fideo.

¿Qué comemos en el desayuno?
la comida?
la cena?

PART
NUMBER

REVIEW

LESSON

21.

Este es

carro
pájaro
animal
árbol
libro
perro
número

Es hora de

levantarse.
desayunar.
ir a la escuela.
salir al recreo.
ir a comer.
ir a casa.

grande.
chiquito.

¿Qué dice

la mamá?
la maestra?

R 14

22.

Hay nieve en las montañas.
el zacate.
los árboles.

a. En las mañanas

me levanto.
desayuno.
me voy a la escuela.

Está lloviendo.

¿Qué dice

el niño?
la niña?

Está haciendo mucho viento.

¿Qué haces en las mañanas?

b. En la escuela

leo mi libro.
juego con mis amigos
escribo las letras.

¿Qué dice

el niño?
la niña?

¿Qué haces en la escuela?

c. En las tardes

le ayudo a mamá.
ando en bicicleta.
voy a la tienda.

¿Qué dice

el niño?
la niña?

¿Qué haces en las tardes?

R 19

PART
NUMBER

REVIEW

LESSON

23.

Me gusta

jugar.
brincar.
pintar.
etc.

R 16

El
Ella

sabe

nadar.
brincar.
marchar.
cocinar.
escribir.
leer.

¿Sabes

nadar?
brincar?
marchar?
etc.

Sí, yo sé ____.

No, yo no sé ____.

24.

a.

En las mañanas

me levanto.
desayuno.
me voy a la
escuela.

¿Qué dice

el niño?
la niña?

¿Qué haces en las mañanas?

b.

En la escuela

leo mi libro.
juego con mis
amigos.
escribo las
letras.

¿Qué dice

el niño?
la niña?

¿Qué haces en la escuela?

c.

En las tardes

le ayudo a mamá.
ando en bici-
cleta.
voy a la tienda.

¿Qué dice

el niño?
la niña?

¿Qué haces en las tardes?

R 22-A, B+C

Le ayudo a mamá a

cocinar.
planchar.
coser.

Le ayudo a papá a

cortar el
zacate/pasto
lavar el carro
limpiar el
solar.

¿En que le ayudas a tu

mamá?
papá?

PART
NUMBER

REVIEW

LESSON

25.

¿Dónde está

el
la

 _____?

El
La

 _____ está

afuera
adentro

 de

la caja.

R 17

En (Cucamonga) hay una

iglesia.
tienda.
estación de
bomberos.
gasolinera.
oficina de
correos.

En (Cucamonga) hay unas

fábricas.
casas.

PART
NUMBER

REVIEW

LESSON

26. ¿De qué color es el
la _____?

El _____ es rojo.
anaranjado.
amarillo.
verde.
azul.
café.
blanco.
negro.

La _____ es roja.
anaranjada.
amarilla.
verde.
azul.
café.
blanca.
negra.

R 4-A+B

¿Es azul el lápiz?

No, el lápiz no es azul.

El lápiz es amarillo.

27. Con quién vives?

Vivo con mi mamá.
papá.
hermano.
hermana.
tío.
tía.
abuelito.
abuelita.

R 6

Yo soy _____.

Tengo _____ años.

Tengo _____ hermanos.

Tengo _____ hermanas.

PART
NUMBER

REVIEW

LESSON

28.

Le ayudo a mamá a

cocinar.
planchar.
coser.
componer el
carro.

Le ayudo a papá a

cortar el
zacate.
lavar el
carro.
limpiar el
solar.
lavar las
ventanas.

¿En qué le ayudas a tu mamá?
papá?

R-24

El lunes antes de almorzar
A una niña fui a visitar
Y ella no podía jugar
Porque tenía que lavar. (etc.)

¿Qué estoy haciendo?

Lavando.
Planchando.
Barriendo.
Trapeando.
Cosiendo.
Cocinando.

29.

¿Qué dice el niño?
la niña?

En las mañanas

me levanto.
desayuno.
me voy a la
escuela.

En la escuela

leo mi libro.
juego con mis
amigos.
escribo las
letras.

En las tardes

le ayudo a mamá.
ando en bici-
cleta.
voy a la tienda.

¿Qué haces en

las mañanas?
la escuela?
las tardes

En las mañanas le ayudo a mamá a

lavar los platos.
barrer el piso.
limpiar la mesa.

En la escuela le ayudo a la
maestra a

limpiar el pizarrón.
arreglar los libros.
sacar punta a los lápices.

En las tardes le ayudo a mamá a

hacer la cena.
limpiar la estufa.

-22-A,
22-B,
22-C

PART
NUMBER

REVIEW

LESSON

30.

Me gusta jugar con la pelota.
brincar.
dibujar.
pintar.

R-16

Mario tiene mucha ropa nueva.

Mario se pone su camisa blanca.
sus pantalones
azules.
sus calcetines
blancos.
sus zapatos negros.
su faja/cinturón
café.
su chaqueta azul.

¿Es su cumpleaños!!

¿Qué tiene Mario?

¿Qué se pone Mario?

Muéstrame la camisa blanca
Muéstrenme

de Mario.

31.

En el desayuno comemos

huevos con chorizo.
cereal.
pan con mantequilla.

En la comida comemos

arroz con pollo.
pescado.
carne guisada.

En la cena comemos

tacos.
hamburguesas.
sopa de fideo.

¿Qué comemos en el desayuno.
la comida?
la cena?

R-20

Esta caja está más liviana.
pesada.

¿Cuál está más pesada?
liviana?

Esto es más pesado.
liviano.

PART
NUMBER

REVIEW

LESSON

32.

Me toco el brazo.
tronco.
pie.

Me toco la cabeza.
mano.
pierna.

Me toco los brazos.
pies.

Me toco las manos.
piernas.

¿Qué estoy tocando?

La cabeza.

R-12

Esta es la cara.
frente.
nariz.
boca.
ceja.
lengua.

Este es el pelo.

Estas son las orejas.
pestañas.
cejas.

Estos son los ojos.
dientes.
labios.

¿Qué es?

¿Qué son?

Muéstrame el ____.

Muéstrenme la ____.

Dibujen el
la
los
las ____.

33.

Es hora de levantarse.
desayunar.
ir a la escuela.
salir al recreo.
ir a comer.
ir a casa.

¿Qué dice la mamá?
maestra?

R 21

¿Es un muchacho o una muchacha?

Es un muchacho.
una muchacha.

¿De qué color tengo
tiene los ojos?

azules, verdes, o cafés?

Tiene los ojos azules.
verdes.
cafés.

¿Tiene el pelo largo o el pelo corto?

Tiene el pelo largo.
corto.

B. ¿De qué color tiene el pelo ____?

Tiene el pelo rubio.
café.
negro.

¿Trae puesto un suéter azul?

PART
NUMBER

REVIEW

LESSON

34.

El
Ella

sabe

nadar.
brincar.
marchar.
cocinar.
escribir
leer.

¿Sabes

nadar?
brincar?
marchar?
cocinar?
escribir?
leer?

Sí, yo sé _____.

No, yo no sé _____.

R-23

¿Qué está haciendo el _____?

la

Está _____.

¿Qué estoy haciendo?

Estás _____.

Suggested action verbs:

leyendo
corriendo
comiendo
escribiendo

35.

¿Dónde está el _____?

la

El
La

está sobre

el
la

El
La

está

debajo
afuera
adentro

de la
del

En la cocina hay

una estufa.
un lavatrastes
un refrigerador

En la sala hay

una lámpara.
una televisión.
un sillón.

En el baño hay

una tina.
un lavabo.
un excusado.

En la recámara hay

una cama.
un tocador.
un ropero.

En el comedor hay

un buffét.
un trastero.
unas sillas.
una mesa.

El
La

va
no va

en

el
la

¿Dónde va el _____?

la

PART

NUMBER

REVIEW

LESSON

36

¿De qué color es el _____?la

El

La _____ es _____.

Este vaso frasco está vacío. lleno.¿Está vacío? lleno?Sí, está vacío.
No. Está lleno.

-4A+B

37.

¿Es un muchacho o una muchacha?

Es un muchacho.
una muchacha.¿De qué color tiene los ojos:
azules, verdes, o cafés?

Tiene los ojos _____.

¿Tiene el pelo largo o el pelo corto?

Tiene el pelo largo.
corto.

¿De que color tiene el pelo _____?

Tiene el pelo rubio.
café.
negro.¿Trae puesto un suéter azul?Chris está escribiendo con el
Marta lápiz.
jugando con la
pelota.
cortando con las
tijeras.
borrando con el
borrador.
dibujando con las
crayola.
pintando con la
brocha.

PART

NUMBER

REVIEW

LESSON

38.

Le ayudo a mamá a

cocinar.
planchar.
componer el
carro.

Le ayudo a papá a

cartar el
zacate.
lavar el
carro.
limpiar el
solar.
lavar las
ventanas.

¿En qué le ayudas a tu

mamá?
papá?

¿Tienes

la esposa del
el hijo del
la hija del
el

carnicero?
dentista?
cartero?
lechero?
panadero?
bombero?
peluquero?
carpintero?
profesor?
marinero?
policia?

¿Tienes

el esposo de la
el hijo de la
la hija de la
la

artista?
juez?
doctora?

Sí, lo tengo.
No, no la

Tienes que pescar.

R-24

39.

En (Cucamonga) (your neighborhood)
hay

iglesia.
tienda.
correos.
estación de
bomberos.
gasolinera.

El sapo puede brincar.
El pato puede nadar.
El pájaro puede volar.
El gato puede trepar.
El perro puede ladrar.
El caballo puede galopar.

Los sapos pueden brincar.
Los patos pueden nadar.
Los pájaros pueden volar.
Los gatos pueden trepar.
Los perros pueden ladrar.
Los caballos pueden galopar.

R-25

PART

NUMBER

REVIEW

LESSON

40.

En la cocina hay

una estufa.
un lava-
trastes.
un refrige-
rador.

En la sala hay

una lámpara.
una televisión.
un sillón.

En el baño hay

una tina.
un lavabo.

En la recámara hay

una cama.
un tocador.
un ropero.

En el comedor hay

un buffét.
un trastero.
unas
sillas.
una mesa.

El
La

va
no va

en

el
la

¿Qué hay en
la
el

Me gusta
No me gusta

jugar

a las muñecas
al fútbol.
a la cuerda.
a la pelota.

¿A qué te gusta jugar?

R-35

41.

Hay nieve en

las montañas.
el zacate.
los árboles.

Está lloviendo.

Está haciendo mucho viento.

En el invierno hay nieve; hace frío

En la primavera llueve.

En el verano hace calor.

En el otoño los árboles cambian de color.

¿Cuándo llueve?

PART

NUMBER

REVIEW

LESSON

42. R-32	¿Muéstrenme cuál es _____? (facial features) Ésta es la cara. boca. frente. ceja. nariz. lengua. Éste es el pelo. Éstas son las orejas pestañas. cejas Estos son los ojos. dientes. labios. ¿Qué es esto? ¿Qué son estos? estas?	Estoy triste. contento/a. enojado/a. _____ está triste. contento/a. enojado/a.
43. R-38	¿Tienes la esposa del el hijo del la hija del carnicero? dentista? cartero? lechero? panadero? bombero? peluquero? carpintero? profesor? marinero? policia? ¿Tienes el esposo de la el hijo de la la hija de la artista? juez? doctora? Sí, lo la tengo. Tienes que pescar. 00064	A. Fui a la tienda y compré harina, manteca y sal. Fui al correo y le mandé una tarjeta de cumpleaños a mi abuelita. Fui con mi papá a la gasolinera y compramos siete galones de gasolina. B. Fui a la tienda y compré harina manteca y sal. ¿A dónde fuiste? A la tienda. Fui al correo y le mandé una tarjeta de cumpleaños a mi abuelita. ¿A dónde fuiste? Al correo. Fui con mi papá a la (gasolinera) y compramos siete galones de gasolina. ¿A dónde fuiste? A la (gasolinera)

PART
NUMBER

REVIEW

LESSON

44.

Esta caja está más liviana.
pesada.

¿Cuál está más pesada?
liviana?

Esto es más pesado.

R-31

Fui a la tienda y compré harina, manteca y sal.

¿Qué compraste?

Harina, manteca y sal.

Fui al correo y le mandé una tarjeta de cumpleaños a mi abuelita.

¿Qué mandaste?

Una tarjeta de cumpleaños.

Fui con mi papá a la estación de gasolina y compramos siete galones de gasolina.

¿Qué compraste?

Siete galones de gasolina.

45.

En Cucamonga (or your neighborhood) hay

una iglesia.
una tienda.
una estación de bomberos.
una gasolinera.
una oficina de correos.

R-25

Fui a la tienda y compré frutas, leche, carne y pan.

Fui al aeropuerto y vi los aviones, los pilotos, los sobrecargos, los troques/camiones de gasolina, los cargadores de maletas.

Fui al parque y vi muchos pájaros, a los niños jugando, a un señor vendiendo helados, a un señor vendiendo globos, a los niños en los columpios, un kiosco.

Fui al parque zoológico con mi clase y vimos un león, un elefante, un oso, una cebra, una jirafa, una panda.

PART
N
NUMBER

REVIEW

LESSON

46.

¿Es un muchacho?
una muchacha?

Es un muchacho.
una muchacha.

¿De qué color tiene los ojos,
azules, verdes, o cafés?

Tiene los ojos azules.
verdes.
cafés.

¿Tiene el pelo largo?
corto?

Tiene el pelo largo.
corto.

¿De qué color tiene el pelo?

Tiene el pelo rubio.
café.
negro.

¿Trae puesto un suéter azul?

Trae puesto un suéter azul.

R-33

Fuimos a la tienda y compramos _____

Fuimos al aeropuerto y vimos _____

Fuimos al parque y vimos _____

Fuimos al parque zoológico y

vimos _____.

47.

Mario tiene mucha ropa nueva.

Mario se pone su camisa
blanca.
sus pantalones
azules.
sus calcetines
blancos.
sus zapatos
negros.
su faja/cintu-
rón café.
su chaqueta
azul.

¿Qué se pone Mario?

R-30

Era domingo, un día de verano.
Hacía mucho calor. Joan y Enrique
querían ir a la playa. Enrique
le dice a Joan, "Vamos a decirle
a mamá y a papa que nos lleven
a la playa." "Sí, sí," dijo Joan,
"vamos a decirles." Enrique dice,
"Mamá, papá, queremos ir a la
playa." "Sí, sí, vamos a la playa,"
dijeron todos. "En la playa vamos
a nadar. En la playa vamos a jugar
en la arena. En la playa vamos a
buscar conchitas."

PART
NUMBER

REVIEW

LESSON

48.

El lunes antes de almorzar,
a una niña fui a visitar
Y ella no podía jugar
Porque tenía que lavar.

Así lavaba, así, así,
Así lavaba, así, así,
Así lavaba, así, así,
Así lavaba, que yo la ví.

El martes - planchar
El miércoles - barrer
El jueves - trapear
El viernes - coser
El sábado - cocinar

¿Qué estoy haciendo?

lavando	trapeando
planchando	cosiendo
barriendo	cocinando

R-28

¿Qué hora es?

Es la una.

Son las

dos.
tres.
cuatro.
etc.

49.

Estoy

triste.
contento/a.
enojado/a.

— está

triste.
contento/a.
enojado/a.

Juan se levanta a las siete.
Juan dice, "Me levanto a las siete."

Juan se va a la escuela a las ocho.
Juan dice, "Me voy a la escuela a las ocho."

Juan come a las doce.
Juan dice, "Como a las doce."

Juan sale de la escuela a las tres de la tarde.
Juan dice, "Salgo de la escuela a las tres de la tarde."

Juan cena a las siete de la tarde.
Juan dice, "Ceno a las siete de la tarde."

Juan se acuesta a las nueve.
Juan dice, "Me acuesto a las nueve."

¿Qué hace Juan?
¿Qué dice Juan?

R-42

64

00067

PART
NUMBER

REVIEW

LESSON

50.

Chris
Marta

está

escribiendo con
el lápiz.
jugando con la
pelota.
cortando con las
tijeras.
borrando con el
borrador.
dibujando con
las crayolas.

¿A qué hora te levantas?
Me levanto a las siete.

¿A qué hora te vas a la escuela?
Me voy a la escuela a las ocho.

¿A qué hora comes?
Como a las doce.

¿A qué hora sale de la escuela?
Salgo de la escuela a las tres.

¿A qué hora cenas?
Ceno a las siete.

¿A qué hora te acuestas?
Me acuesto a las nueve.

R-37

PART
NUMBER

REVIEW

LESSON

51.

Fui a la tienda y compré ____.

Fui al aeropuerto y vi ____.

Fui al parque y vi ____.

Fui al parque zoológico y vi ____.

El lunes
El martes
El miércoles

El jueves
El viernes

El sábado
El domingo

limpié mi bicicleta.
jugué con mis amigos.
fui a la tienda con
mi papá.
visité a mi abuelita.
fui a la fiesta de
mi primo.
fui a la biblioteca.
jugué en el parque.

R-45

52.

A.

Me gusta jugar con la pelota.

brincar
dibujar
pintar

B.

(No) me gusta jugar

a las muñecas.
al fútbol.
a la cuerda.
a la pelota.
a los columpios.

¿A qué te gusta jugar?

El bebé puede gatear.
El niño puede brincar la cuerda.
El señor puede levantar cien libras.
La niña puede manejar una bicicleta.
La muchacha puede nadar.
La señora puede manejar un tractor.

Los bebés pueden gatear.
Los niños pueden brincar la cuerda.
Los señores pueden levantar cien libras.
Las niñas pueden manejar una bicicleta.
Las muchachas pueden nadar.
Las señoras pueden manejar un tractor.

PART
NUMBER

REVIEW

LESSON

53.

En (Cucamonga) (or your neighborhood) hay

una

iglesia.
tienda.
oficina de correos.
estación de bomberos.
gasolinera.

¿Qué puedes ver?

Puedo ver

una iglesia.
una gasolinera.
una tienda.
un parque.
una montaña.
un aeropuerto.
la playa.

R-25

54.

Chris está
Marta

escribiendo con
el lápiz.
jugando con la
pelota.
cortando con las
tijeras.
borrando con el
borrador.
dibujando con las
crayolas.
pintando con la
brocha.

Chris dice, "Voy a
Marta

escribir."
pintar."
jugar."
dibujar."
cortar."
borrar."

PART
NUMBER

REVIEW

LESSON

55.

Mario tiene mucha ropa nueva.

Mario se pone su camisa blanca
sus pantalones
azules.
sus calcetines
blancos.
sus zapatos
negros.
su faja/cinturón
café.
su chaqueta
azul.

¿Qué se pone Mario?

Era día de las brujas. Yo me vestí de calavera. Mi hermanito se vistió de Frankenstein y mi hermanita se vistió de bruja. Los tres salimos a la calle y fuimos a pedir dulces a las casas. Teníamos miedo, la noche estaba oscura y los perros ladraban mucho. Nos divertimos mucho esa noche. Volvimos a casa con dulces, frutas y galletas.

R-30

56.

¿Qué dice el niño?
la niña?

En las mañanas me levanto.
desayuno.
me voy a la
escuela.

En la escuela leo mi libro.
juego con mis
amigos.
escribo las
letras.

En las tardes le ayudo a mamá.
ando en bici-
cleta.
voy a la tienda.

¿Qué haces en las mañanas?
la escuela?
las tardes?

Les tengo miedo a los fantasmas.
las brujas.
las casas de
espanto.

¿Les tienes miedo a _____?

Mi hermanito
hermanita les tiene miedo a _____

Sí
No, no les tengo miedo a _____

PART
NUMBER

REVIEW

LESSON

57.

El bebé puede gatear.
El niño puede brincar la cuerda.
El señor puede levantar cien libras.
La niña puede manejar una bicicleta.
La muchacha puede nadar.
La señora puede manejar un tractor.

Los bebés pueden gatear.
Los niños pueden brincar la cuerda.
Los señores pueden levantar cien libras.
Las niñas pueden manejar una bicicleta.
Las muchachas pueden nadar.
Las señoras pueden manejar un tractor.

Los niños juegan al fútbol. Dicen: "¡Corre! Pasa la pelota! ¡Da una patada!" Les gusta jugar y no quieren ir a la escuela. Dicen: "¡No, no vamos a la escuela!" ¿Qué pasará? ¿Quién irá a la escuela? Todos los niños van a la escuela.

Grammar: imperatives

corre
pasa la pelota
da una patada

R-52

58.

Los niños juegan al fútbol. Dicen: "¡Corre! ¡Pasa la pelota! ¡Da una patada!" Les gusta jugar y no quieren ir a la escuela. Dicen: "¡No, no vamos a la escuela!" ¿Qué pasará? ¿Quién irá a la escuela? Todos los niños van a la escuela.

El Primer Día de Acción de Gracias

El primer día de acción de gracias, hacía mucho frío. Los peregrinos tuvieron una fiesta e invitaron a los indios. Las mujeres prepararon la comida.

Los indios les habían enseñado a los peregrinos a plantar muchos de los productos para sus alimentos. Sobre la mesa pusieron pavos/guajolotes/cóconos, papas, pasteles de calabaza, salsa de "cranberry".

Antes de empezar a comer, todos dieron gracias a Dios por la ayuda que los indios les habían dado durante el primer año en el nuevo mundo. Esta fiesta fue "el primer día de acción de gracias."

¿En el primer día de dar gracias hacía frío o calor?

¿Quién tuvo una fiesta?

¿A quiénes invitaron?

¿Quién preparó la comida?

¿Qué les enseñaron los indios a los peregrinos? etc.

R-57

PART
NUMBER

REVIEW

LESSON

59.

El Primer Día de Acción de
Gracias

(See page 411, lesson 58.)

Los meses
del año

enero
febrero
marzo
abril
mayo
junio
julio
agosto
septiembre
octubre
noviembre
diciembre

Los días de la semana

lunes
martes
miércoles
jueves
viernes
sábado
domingo

Mi cumpleaños es el doce de enero.

_____, ¿cuándo es tu cumpleaños?

R-58

60.

¿Qué puedes ver?

Puedo ver

una iglesia.
una gasolinera.
una tienda.
un parque.
una montaña.
un aeropuerto.
la playa.

Voy de compras con mamá y voy a
comprar un una _____.

¿Cuánto cuesta un una _____?

Cuesta _____ centavo(s)
 dolar(es).

Lo
 La voy a comprar.

R-53

PART
NUMBER

REVIEW

LESSON

61.

Fuimos a la tienda y compra-
mos _____.

Fuimos al aeropuerto y
vimos _____.

Fuimos al parque zoológico y
vimos _____.

Fuimos al parque y vimos _____.

En las mañanas me despierto, me
levanto, me arreglo y desayuno. Por
el desayuno tomo _____ y como _____.
Después me voy a la escuela. Mis
hermanitos también van a la escuela.

R-46

62.

Voy de compras con mamá y voy
a comprar un _____.

una

¿Cuánto cuesta un _____?

una

Cuesta _____.

Lo voy a comprar.

La

Una rana salta y asusta a la maestra
"¿Qué susto!" dice la maestra.
"Sara, ¿coge la rana y llévala al
patio!" Sara la coge y la lleva al
patio.

R-60

PART

NUMBER

REVIEW

LESSON

65.

La maestra dice, "Vamos a jugar." Los niños dicen, "Sí, vamos a jugar." Manolo da una patada fuerte a la pelota y la pelota quiebra una ventana.

¿Cuanto cuesta?

Review: centavos, dólares, cinco, diez, veinticinco, dos, un dólar, cincuenta, setenta y cinco, quince, uno cincuenta.

Cuesta
Cuestan

_____.

R-64

66.

¿Es un muchacho o una muchacha?
Es _____.

¿De qué color tiene los ojos,
azules, verdes, o cafés?
Tiene los ojos _____.

¿Tiene el pelo largo o el pelo
corto?

Tiene el pelo _____.

¿De qué color tiene el pelo?

Tiene el pelo rubio.
café.
negro.

¿Trae puesto un suéter azul?
Trae puesto _____.

¿Cuánto voy
vas a recibir de cambio?

Cuesta _____; pago
pagas con _____.

Voy a recibir _____.

R-33A&B

PART
NUMBER

REVIEW

LESSON

67.

¿Tienes

la esposa del
el hijo del
la hija del
el

carnicero?
dentista?
cartero?
lechero?
panadero?
bombero?
peluquero?
carpintero?
profesor?
marinero?
policía?

¿Tienes

el esposo de la
la hija de la
el hijo de la
la

artista?
juez?
doctora?

Sí, lo tengo.
la

R-38

Tienes que pescar.

Todos los niños van al circo. Ven a un payaso que da una bofetada a otro payaso. Ven a un mago que quiere sacar una paloma del sombrero, pero saca un león. El mago dice, "¡Socorro! ¡Domador!" Viene el domador y le dice al león, "¡Quieto!" Todos dicen, "¡El domador es muy valiente!"

¿A dónde van los niños?
¿Qué ven en el circo?
¿Qué hace el payaso?
¿Qué más ven los niños?
¿Qué quiere hacer el mago?
¿Qué saca del sombrero?
¿Qué dice el mago?
¿Qué le dice el domador al león?
¿Qué dicen todos?

68.

Todos los niños van al circo. Ven a un payaso que da una bofetada a otro payaso. Ven a un mago que quiere sacar una paloma del sombrero, pero saca un león. El mago dice, "¡Socorro! ¡Domador!" Viene el domador y le dice al león, "¡Quieto!" Todos dicen, "El domador es muy valiente."

Yo toqué mi

trumpeta.
saxofón.
tambor.
clarinete.

R-67

PART
NUMBER

REVIEW

LESSON

69.

Juan se levanta a las siete.
Juan dice, "Me levanto a las siete."
Juan se va a la escuela a las ocho.
Juan dice, "Me voy a la escuela a las ocho."
Juan come a las doce.
Juan dice, "Como a las doce."
Juan sale de la escuela a las tres de la tarde.
Juan dice, "Salgo de la escuela a las tres de la tarde."
Juan cena a las siete de la noche.
Juan dice, "Ceno a las siete de la noche."
Juan se acuesta a las nueve.
Juan dice, "Me acuesto a las nueve."

R-49

¿A qué hora se levanta Juan?
¿A qué hora _____?

Paco: Vamos a jugar con una canoa.
All: ¿Qué es una canoa?
C. #1: ¿Sirve para jugar?
C. #2: ¿Sirve para comer?
C. #3: ¿Sirve para leer?
C. #4: ¿Sirve para sentarse?
Juan: Es un barquito. Aquí está en el jardín.

Narrator: Los niños suben a la canoa.

All: Pero no se mueve. ¿No sería mejor poner la canoa en el agua?

70.

¿Qué hora es?

Es la una.

Son las dos.
tres.
cuatro.

R-48

Los niños están haciendo las maletas.
Un niño dice, "¡Mamá! ¿Dónde llevo estas cosas? ¡No caben en mi maleta!"
La mamá dice, "No puedes llevar tantas cosas. Sólo lleven tres juguetes cada uno. Luisa lleva _____. Paco lleva _____. Manolo lleva _____.
Todos ponen sus maletas en el carro, se suben y se van al campo.

PART
NUMBER

REVIEW

LESSON

71.

Yo toqué mi

trompeta.
saxofón.
tambor.
clarinete.

Con la canoa arriba del carro, los niños llegan al campo. Primero se encuentran una lagartija; luego, todos se sientan a comer. En la tarde todos suben a la canoa. Dicen: "¡Adelante! ¡Somos piratas!" Todos están muy contentos hasta que Beto da con el remo a Lupe. Lupe cae al lago, su papá la coge. Manolo dice, "No ha sido nada."

R-68

72.

Le tengo miedo a

los fantas-
mas.
las brujas.
las casas de
espanto.

¿Qué has pintado?

He pintado un

pájaro.
árbol.
lago.
pirata.

¿Le tienes miedo a _____?

Mi

hermanito
hermanita

le tiene miedo

He pintado una

canoa.
bicicleta.

a _____.

He pintado unas

flores.

¿Sí

No, no

le tengo miedo a _____.

¿Qué ha pintado Sue?

Ha pintado _____.

-56

PART
NUMBER

REVIEW

LESSON

73.

¿Qué has pintado?

He pintado un

pájaro.
árbol.
lago.
pirata.

He pintado una

canoa.
bicicleta.

He pintado unas

flores.

¿Qué ha pintado Sue?

He pintado _____.

Auction

Auctioneer: ¿Cuánto dan por esto?

¿Quién da más?

_____ se la llevo.
lo

Participant: Yo doy _____.

R-72

74.

¿Cuánto voy a recibir de cambio? El camionero vas

Cuesta _____;
con _____.

pago
pagas

Voy a recibir _____.

carga y lleva productos
a las tiendas.
trabaja de día y de
noche.

La dentista

rellena las muelas
picadas.
limpia los dientes de
los pacientes.

El policía

carga una pistola y una
insignia.
maneja un carro negro
con blanco.

La chofer del camión

maneja el camión
de la escuela
lleva a los
niños hasta
sus casas.

¿Quién carga y lleva productos a las
tiendas?

¿Qué hace el _____?
la

75.

El camionero

carga y lleva
productos a las
tiendas.
trabaja de día y
de noche.

La dentista

arregla las muelas
picadas.
limpia los dientes
de los
pacientes.

El policía

carga una pistola y
una insignia.
maneja un carro
negro con blanco.

La chofer del camión

maneja el camión de la
escuela.
lleva a los niños hasta
sus casas.

¿Quién carga y lleva productos
a las tiendas?

¿Qué hace

el
la

?

El policía

Cargo una pistola.

Manejo un carro blanco y negro.

El camionero

Cargo productos.

Trabajo de día y de noche.

La dentista

Arreglo las muelas picadas.

Limpio los dientes de los pacientes.

La chofer del camión

Manejo el camión de la escuela.

Llevo a los niños a sus casas.

¿Quién soy?

¿Qué dice

el
la

?

PART ONE
LESSON ONE-A

LANGUAGE PATTERNS

Buenos días.
Buenas tardes.
¿Cómo estás?
Bien, gracias, ¿y tú?
Bien, gracias.

MATERIALS

Two hand puppets. See the patterns for felt hand puppets, pages 81-82
A set of stick puppets for each child in the group. See the patterns for stick puppets, page 83.

PROCEDURE

1. Using the puppets, Pepe y Lola, act the following dialogue for the group. Make the puppets' voices differ.

Estos títeres se llaman Pepe y Lola.

Show the boy puppet as you say "Pepe" and the girl puppet as you say "Lola"

Pepe: Buenos días/Buenas tardes, Lola.
Lola: Buenos días/Buenas tardes, Pepe.
Pepe: ¿Cómo estás?
Lola: Bien, gracias, ¿y tú?
Pepe: Bien, gracias.

Repeat this dialogue several times.

2. Do a Repetition Drill with each sentence, (see Oral Drills, page 3).
3. Practice the dialogue with one student at a time; give the student a puppet and have your puppet speak to it.
4. Pairs of children can also practice the dialogue with the puppets.

5. Sing the song "Buenos Días." Have the children imitate your singing line by line.

Buenos Días

(to the tune of "Are You Sleeping?" or "Frère Jacques")

Buenos días, Buenos días,
¿Cómo estás? ¿Cómo estás?
Muy bien, gracias, muy bien, gracias,
¿Y tú? ¿Y tú?

6. Use these greetings and this song frequently at the opening of the school day.

EVALUATION

This must be done one to one, not in the group. Explain that you want the student to show you what he has learned.

Have your puppet say to a student's puppet, or say yourself:

Buenos días. or Buenas tardes.

If the child replies correctly, "Buenos días" or "Buenas tardes," mark this on his record sheet.

Say: ¿Cómo estás?

If he says:

Bien, gracias, ¿y tú?

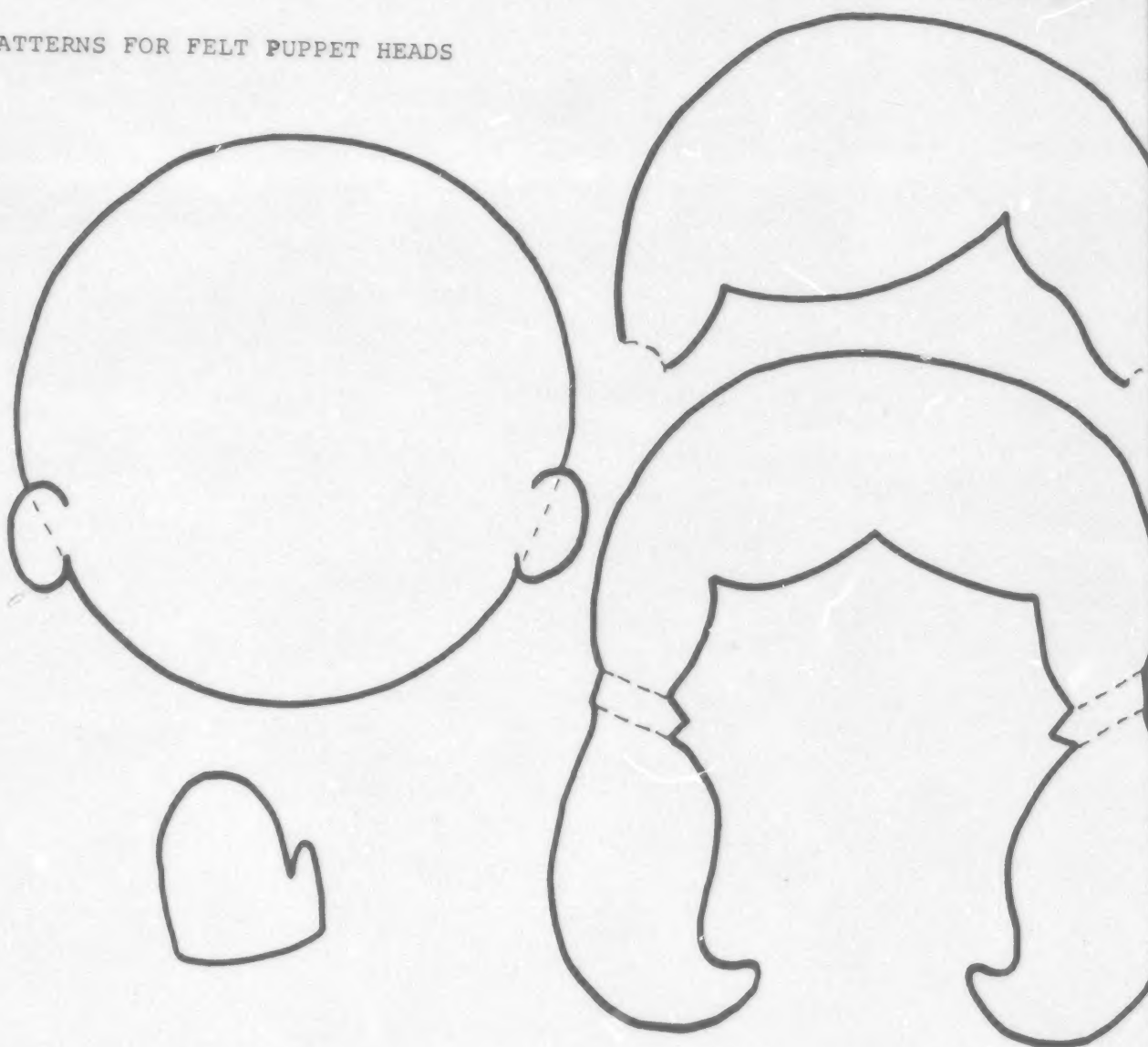
or

Bien, gracias.

Mark this on his record sheet.

If he does not reply well, make sure that he joins in with the group responses when you use these forms of greeting in the class daily. Repeat this test on a later occasion.

PATTERNS FOR FELT PUPPET HEADS



Directions for making 2 boy and 2 girl puppets.

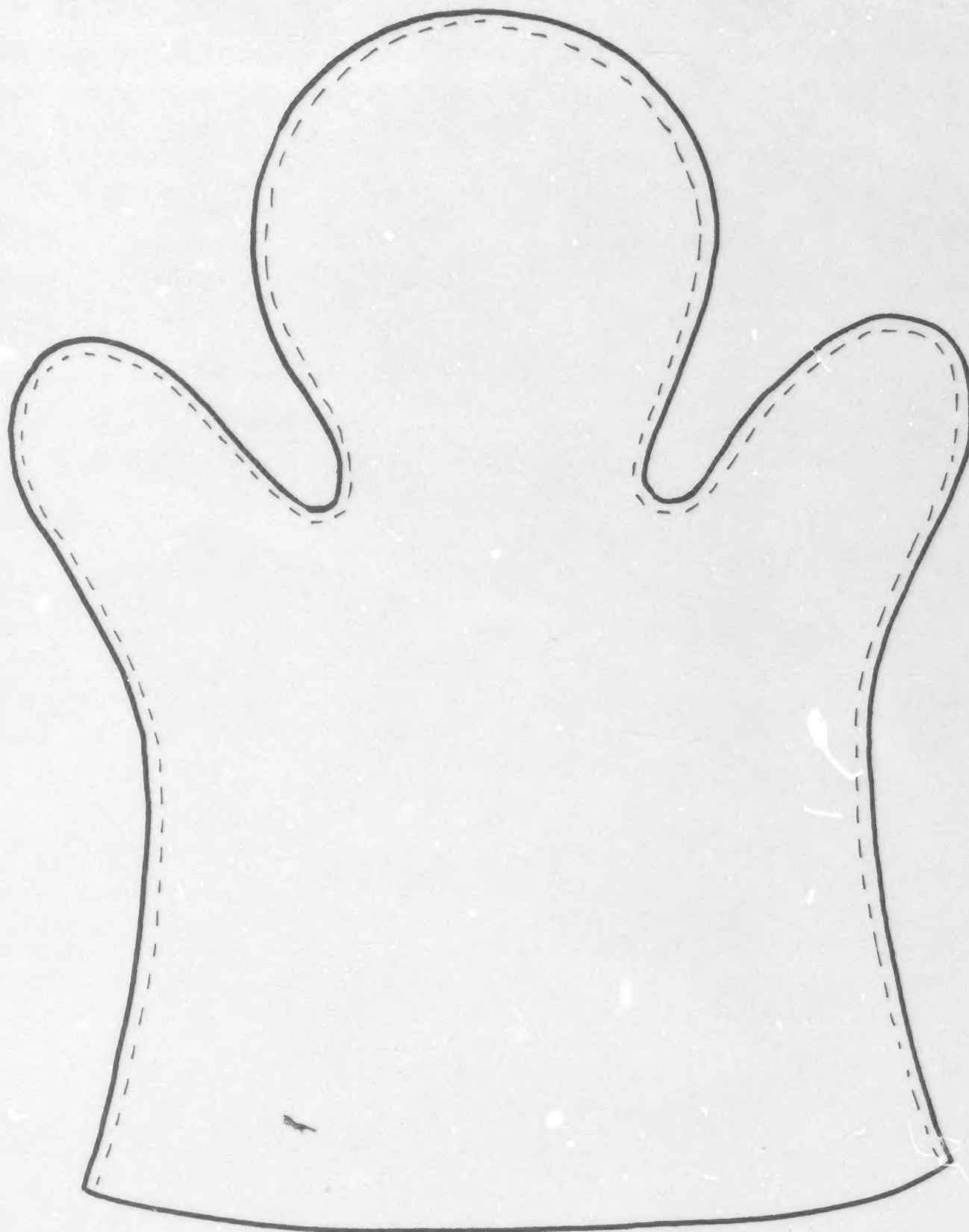
Materials needed:

- 2 pieces 12 x 18 felt of one color
- 2 pieces 12 x 18 felt of another color
- 1 piece 9 x 12 flesh felt
- 1 piece 9 x 12 black felt

Cut 2 sides of body out of each 12 x 18 felt piece. Enough material is allowed to make 2 boy and 2 girl puppets. Stitch as shown on pattern. Cut 2 heads out of 9 x 12 flesh-colored felt. Boys' heads have ears, girls' don't. Cut hair out of 9 x 12 black felt. Glue hair around faces. Be sure boy's ears show. Glue faces to bodies. Cut hands out of left over flesh felt. Glue them on, reversing one so that both thumbs are toward the center. Draw features or use left over felt, cut and glue. (See stick puppets for boy's and girl's features.) Use something shiny like glitter or sequins for girl's barrettes.

NOTE: Feel free to make your own original puppets.
Children can name them.

HAND PUPPET PATTERN



PATTERNS FOR STICK PUPPETS



Directions for Making Stick Puppets

Materials needed:

tagboard

ditto master

popsicle sticks

Make a ditto of these patterns.

Have the child color his puppets.

Paste them on tagboard cut to the pattern shape.

Paste the popsicle stick on the back of the tagboard, leaving enough stick from where to hold the puppet.



LESSON ONE-B

LANGUAGE PATTERNS

¿Cómo

te llamas?
se llama usted?

Me llamo _____.

MATERIALS

Two puppets (as for Lesson One-A).

PROCEDURE

1. Warm up with the "Buenos Días" song if you wish.
Do a Repetition Drill with each sentence. (See Oral Drills, page 3.)
2. Have the whole group ask each child in turn:
¿Cómo te llamas?

Have the individual children reply:
Me llamo _____.
3. Do a Chain Drill. (See page 5.) Ask:
¿Cómo te llamas?

Have the child answer:
Me llamo Yvonne.

Yvonne then asks another child:
¿Cómo te llamas?
4. Do a Repetition Drill and then continue with individual children asking you. Tell the children that when they talk to adults, like yourself, they must say "usted."
Have them all say to you:
¿Cómo se llama usted?

Reply. Have each child ask you:

¿Cómo se llama usted?

Reply.

5. Join their Chain Drill and help them remember to say "usted" to you.

EVALUATION

As the individual children have their turns in the Chain Drill, mark on your record sheet that they performed appropriately.

PART TWO
LESSON TWO-A

LANGUAGE PATTERNS

¿Cómo se llama

él?
ella?

El
Ella

 se llama _____.

MATERIALS

Two puppets (as for Lesson One-A).

PROCEDURE

1. Hold up one puppet at a time; emphasize the personal pronouns:

El se llama Pepe.

Ella se llama Lola.

Repeat several times.

2. Do a Repetition Drill.

3. Introduce the question:

¿Cómo se llama

él?
ella?

Translate if necessary. Have the children repeat this.
Hold up one puppet and ask:

¿Cómo se llama él/ella?

Have the children reply: (model their reply if necessary)

El se llama Pepe.

Ella se llama Lola.

4. Do a Chain Drill. (See Oral Drills, page 5.) Initiate the drill; indicate the child next to you by laying your hand on her arm, and ask another child:

María, ¿cómo se llama él/ella?

María replies:

Él/Ella se llama ____.

María then indicates her neighbor and asks another child:

Lucy, ¿cómo se llama él/ella?

Lucy: Él/Ella se llama ____.

Continue around the group.

EVALUATION

Have each child introduce their two stick puppets to the group. Also record individual children's performance on the Chain Drill when they have reached the point of doing the drill without your intervention.

LESSON TWO-B

LANGUAGE PATTERNS

Él es mi amigo.

Ella es mi amiga.

¿Cómo se llama tu

amigo?
amiga?

Mi

amigo
amiga

 se llama _____.

MATERIALS

Two puppets (as for Lesson One-A).

PROCEDURE

1. Use the puppets (Pepe and Lola) to model language patterns. Have the puppet say to another, as he indicates a child:

Él es mi amigo.

Ella es mi amiga.

The other puppet indicates another child and repeats the same phrase.

Have the children repeat after the puppets several times.

2. Have the puppets conduct a dialogue:

Lola: ¿Cómo se llama tu amigo, Pepe?

Pepe: Mi amigo (indicating a boy in the group)
se llama _____.

Lola: ¿Cómo se llama tu amiga?

Pepe: Mi amiga (indicating a girl in the group)
se llama _____.

3. One puppet asks each child in the group:

¿Cómo se llama tu amiga?

¿Cómo se llama tu amigo?

The child will reply, indicating another child:

Mi

amigo
amiga

 se llama ____.

4. Do a Chain Drill with one of the puppets initiating:

¿Cómo se llama tu

amigo?
amiga?

Mi

amigo
amiga

 se llama ____.

EVALUATION

Record the individual children's performance on the Chain Drill.

PART THREE
LESSON THREE-A

LANGUAGE PATTERNS

¿Qué es esto?

Es un

lápiz.
libro.
borrador.

Es una

silla.
crayola.
mesa.
puerta.
ventana.
alfombra.

MATERIALS

The classroom objects in the above list.
Two sets of pictures of these objects.
A Pocket Chart.

PROCEDURE

1. Indicate one object at a time, saying:

Es

un
una

_____.

2. Do a Repetition Drill.

3. Ask:

¿Qué es esto?

Translate if necessary. Have the children repeat the question several times.

4. Hold up a picture or indicate an object. Say:

¿Qué es esto?

Es

un
una

_____.

¿Qué es esto?

Have the whole group answer:

Es

un
una

 _____.

Then ask several individuals the same question.

5. Have pairs of children hold up pictures for each other, ask, and answer the questions.
6. Have children take turns placing a picture beside a similar picture on the chart and saying:

Es

un
una

 _____.

Have the group repeat after them.

7. Take care to use and elicit this language informally in the classroom.

EVALUATION

If your group is small enough, you could evaluate this lesson by noting if the group as a whole responds well when you hold up the pictures or objects; you could observe the group response and spot check individuals. Then record that the individuals in the group either know or do not know the lesson.

If your group is too large for this method, test four children at a time.

The most effective test, but probably rather time consuming, is to have individual children name these objects. If you do test them individually, record whether or not they knew the nouns, but also use this useful time when you are alone with individual children to teach them.

LESSON THREE-B

LANGUAGE PATTERNS

Dame el

lápiz. libro. borrador. papel. etc.

Dame la

crayola. etc.

Ten

el
la

_____.

Tenga

el
la

_____.

MATERIALS

Have a set of these objects for you and each child.

PROCEDURE

1. Give each child a set of these objects, or use picture cards instead.
2. Point to an object, gesture and say:

Dame

el
la

_____.

Get one object from each child in this way.

3. Return the objects or picture cards to each one; say:

Ten

el
la

_____.

Have the group repeat this.

4. To test their memory of the names of the objects, hold up a picture of a pencil, etc. Say:

Dame _____. (Omit saying the word.)

The child has to select the correct object and hand it to you, saying:

Tenga el lápiz. (etc.)

5. Do a Chain Drill; have them use the objects or picture cards. One child says to another:

Dame

el
la

 _____.

The child replies:

Ten

el
la

 _____.

Note: Explain briefly that we say "ten" to a child, "tenga" to an adult.

EVALUATION

To test "Dame el _____," record how well individuals perform on sections 4 and 5 of the lesson.

LESSON THREE-C

LANGUAGE PATTERNS

¿Qué falta?

Falta

el
la

 _____.

MATERIALS

Use the same objects or picture cards as for the previous lesson.

PROCEDURE

1. Place five objects or picture cards on the table.
2. Name each of the objects, having the children say them with you.
3. To practice before the game, take one of the objects from the table and say:

¿Qué falta?

Falta

el
la

 _____.

Translate the sentence if necessary. Have the children repeat after you.

4. Say:

When I say "Cierren los ojos" I want you to close your eyes.

When your eyes are closed, I will take something away.

When I say "Abran los ojos," you will open your eyes.

I'll say "¿Qué falta?" and you have to look and tell me, "Falta

el
la

 _____."

5. Practice the game several times, helping the children where necessary. Have children take turns removing the object.

EVALUATION

Note how well each child performs during the lesson.

PART FOUR
REVIEW OF LESSON THREE-A

LANGUAGE PATTERNS

¿Qué es esto?

Es un

lápiz.
libro.
borrador.

Es una

silla.
crayola.
mesa.
puerta.
ventana.
alfombra.

MATERIALS

The classroom objects in the above list.
Two sets of pictures of these objects.
A pocket chart.

PROCEDURE

1. Hold up a picture or indicate an object. Say:

¿Qué es esto?

Es un _____.

¿Qué es esto?

Have the whole group answer:

Es

un
una

 _____.

Then ask several individuals the same question.

2. Have pairs of children hold up pictures for each other, ask, and answer the question.

3. Have the children take turns placing a picture beside a similar picture on the chart and saying:

Es

un
una

 _____.

Have the group repeat after them.

EVALUATION

Record the individual children's performance on step 2.

LESSON FOUR-A

LANGUAGE PATTERNS

¿De qué color es el _____?

El _____ es

rojo.
anaranjado.
amarillo.
verde.
azul.
morado.
negro.
blanco.
café.

¿Es azul el lápiz?

No, el _____ es _____.

MATERIALS

Colored objects and colored picture cards of nouns that the children have learned. Use only masculine nouns.

Pocket Chart.

Color cards; squares of paper, etc., which show the colors clearly.

Pictures of objects on dittos for coloring activity.

Several objects, or pictures of objects, that differ only in their color.

PROCEDURE

1. Review quickly the names of the objects to be used in this lesson. Use a Substitution Drill.
2. Take one of the objects or pictures which you have in different colors. Place it in the chart; say:

El lápiz es amarillo.

Have the children repeat. Place the color card beside the pencil. Say:

¿De qué color es el lápiz?

Have the children reply:

El lápiz es amarillo.

Place a blue pencil in the chart. Say:

El lápiz es azul.

Place the color card beside it. Ask:

¿De qué color es el lápiz?

Have the children reply:

El lápiz es azul.

3. Remove colors from the chart. Take a color; place it wrongly beside an object. Say:

¿Es verde el lápiz?

Encourage the children to say:

No, el lápiz es amarillo. (etc.)

4. Have half the group repeat at a time. Have individual children place objects or colors correctly. As they do so, say:

¿De qué color es el _____?

Have the children reply:

El _____ es _____.

Do a Chain Drill, page 5.

5. Have the children color their dittos. As they color, ask:

¿De qué color es el _____?

Help them reply:

El _____ es _____.

EVALUATION

Record how well the children perform on the Chain Drill, number 4.

LESSON FOUR-B

LANGUAGE PATTERNS

¿De qué color es la _____?

La _____ es

roja. anaranjada. amarilla. verde. azul. morada. negra. blanca. café.

¿Es café la canasta?

No. La _____ es _____.

MATERIALS

Objects and/or picture cards of things which are feminine nouns.

Several objects or pictures of objects that are the same except for their color, e.g., crayolas.

Pocket chart.

Color cards: squares of paper, etc., which show a color clearly.

Dittos of these objects for the children to color.

PROCEDURE

1. Review, or teach, the names of the objects you will use in this lesson. Do this by indicating an object, saying its name, and having the children repeat the name after you. Have them repeat as often as necessary.
2. Place an object or picture in the pocket chart; choose something which comes in different colors. As you place it, say:

La crayola es amarilla.

As you say "amarilla," place a yellow color card beside the object or picture. Have the children repeat after you as for a Repetition Drill.

3. Place a similar object in the chart; say:

La crayola es verde.

Place the color square beside it. Have the children repeat after you.

4. Continue in this way, using objects which have different colors; then use different objects of different colors.
5. Teach all the colors in one session if the children learn quickly; if not, teach a few at one sitting.
6. Place an object in the chart and place a wrong color beside it. Ask:

¿Es amarilla la crayola?

Say:

No. La crayola es roja.

Have the children repeat these two sentences after you. Place another object beside a wrong color. Ask:

¿Es verde la canasta?

Help the children reply:

No. La canasta es café.

Continue with other objects and colors.

7. Have individual children come and place objects in the chart. They can ask:

¿De qué color es la _____?

or they can place the wrong colors beside objects and ask:

¿Es _____ la _____?

8. Have the children color pictures that you have prepared for them. As they do their coloring, ask individuals:

¿De qué color es la _____?

Help them reply:

La _____ es _____.

EVALUATION

Record how the child does on steps 7 and 8.

PART FIVE
REVIEW OF LESSON ONE-B

LANGUAGE PATTERNS

¿Cómo

te llamas?
se llama usted?

Me llamo _____.

MATERIALS

Two puppets (as for Lesson One.)

PROCEDURE

1. Warm up with the "Buenos Días" song (see step 5, Lesson One).
2. Have the puppets ask individual children:

¿Cómo te llamas?

Assist children with replies if necessary.

Have the puppets ask you:

¿Cómo se llama usted? (Disguise your voice from the puppet's voice.)

Note: Remind the children that when they talk to adults, like yourself, they should say "usted."

3. Encourage individual children to ask the puppet what his name is.

EVALUATION

Record how well the child does on step 3.

LESSON FIVE

LANGUAGE PATTERNS

¿De quién es

la
el

 _____?

El _____ es mío.

La _____ es mía.

El
La

 _____ es de Juan.

MATERIALS

Each child will be asked to place something of his own in front of him: an article of clothing, box of crayons, etc.

PROCEDURE

1. Have each child place something which belongs to him (or her) in front of him (or her). This can be an article of clothing, a book, a crayon box, etc. Place something of your own in front of you.
2. Teach or review the noun for each object by pointing to it, saying its name, and having the group repeat.
3. Point to or hold up your own object. Say:

La _____ es mía

El _____ es mío.

4. Have a child indicate his own object in the same way, and help him say:

La _____ es mía.

El _____ es mío.

Have the group repeat after the child.

5. Continue around the group until everyone has had a turn.

6. Have the names of the group in a hat. A child draws a name and reads it (or you do). The child named has to indicate his object and say:

La _____ es mía.

El _____ es mío.

7. Indicate an object. Ask the group:

¿De quién es

el
la

 _____?

El
La

 _____ es de _____.

Help the group repeat, but see that the owner keeps quiet:

El
La

 _____ es de _____.

Help them by replying with them until they respond without your help.

8. Have individual children indicate objects and ask the group:

¿De quién es

el
la

 _____?

9. Do a Chain Drill with the group; each person indicates an object and asks:

¿De quién es

el
la

 _____?

The person replies, and then asks the question.

REVIEW THIS CONTINUOUSLY, WHENEVER THE OPPORTUNITY ARISES, E.G., AT "LOST PROPERTY" TIME.

EVALUATION

Record how each child performs on steps 4, 6, and 9.

PORT SIX
REVIEW OF LESSON THREE-B

LANGUAGE PATTERNS

Dame el

lápiz.
libro.
borrador.
papel.
etc.

Dame la

crayola.
etc.

Ten

el
la

_____.

Tenga

el
la

_____.

MATERIALS

The objects listed above.

PROCEDURE

1. Quickly review the objects listed above.
2. Pass out an object to each child.
3. Initiate the activity to set the example. To each child individually, say: (gesturing)

Dame el (whatever object child has).

The child will give you the object and will say:

Tenga el _____.

Assist the child with his reply.

After he gives you the object you asked for, give him a different object and say:

Ten el _____.

Then go to the next child and follow the same procedure.

4. The group will be able to follow up this activity by themselves. Encourage them to take turns.

Note: When they are doing this activity by themselves they do not use the form tenga. They use this only with the teacher. Among themselves have them use ten.

Procedure for the children (proceeding in a circle):

Child #1: Dame . . .

Child #2: Ten . . .

Child #3: Dame . . . (to child #2)

Child #2: Ten . . .

Child #4: Dame . . . (to child #3) etc.

EVALUATION

Record the individual children's performance on step 4.

LESSON SIX

LANGUAGE PATTERNS

¿Con quién vives?

Vivo con mi

mamá. papá. hermano. hermana. tío. tía. abuelito. abuelita.
--

MATERIALS

A set of family puppets.

PROCEDURE

1. Ask the puppets:

¿Cómo te llamas?

Puppet answers:

Me llamo María.

Ask the puppet:

¿Con quién vives?

María puppet answers: (use funny voices)

Vivo con mi mamá. (She points to mamá.)

Translate where necessary. Children repeat:

Vivo con mi mamá.

Have half the group repeat at a time.

María points to papá and says:

Vivo con mi papá.

Children repeat.

2. Repeat often; have other puppets say, "Vivo con mi ____."

3. Ask individual children:

¿Con quién vives?

Child replies:

Vivo con mi ____."

Encourage each child to name several people. If he forgets how to say it, ask a puppet again, and have the child repeat what the puppet replies.

4. Have the children make a drawing of the people they live with and copy a caption for it if they can; if not, write for them:

Vivo con mi ____.

The page should look like this:

← Write in.

← Space for child to copy.

A short booklet can be assembled and labeled:

¿Con quién vives?

EVALUATION

Record how the children reply on number 3 of the procedure. Note that they only have to answer the question sensibly; they do not have to name all the people mentioned in the lesson.

PART SEVEN
REVIEW OF LESSON FOUR-A

LANGUAGE PATTERNS

¿De qué color es la

crayola?
etc.

¿De qué color es el

lápiz?
etc.

La

crayola
etc.

 es

roja.
azul.
verde.
amarilla.
blanca.
negra.

El

lápiz
etc.

 es

rojo.
azul.
verde.
amarillo.
blanco.
negro.

MATERIALS

Have several sets of each color for each object.

PROCEDURE

1. Show one object at a time and say:

El
La

 _____ es _____.

¿De qué color es

el
la

 _____?

2. Place all the objects on the chalk rail or pocket chart.
One child at a time will identify any object he/she
chooses and say:

El
La

 _____ es _____.

EVALUATION

Record how well the child does on step 2.

LESSON SEVEN

LANGUAGE PATTERNS

Traigo puesto un

sombrero.
suéter.
abrigo.
vestido.

Traigo puesto unos

zapatos.
pantalones.
calcetines.

Traigo puesto una

falda.
camisa.
chaqueta.
blusa.

Traigo puesto unas

botas.

MATERIALS

Make up a set of picture cards for the nouns listed above and write in captions, using the articles. For example: Have a picture of a hat, with the caption:

un sombrero

Collect different scraps of cloth.

Have crayons, scissors, drawing paper, and glue.

PROCEDURE

Note: Present the articles of clothing in two groups, boy's and girl's, rather than in the order shown above.

1. Hold up each picture in turn. Say:

Una falda, etc.

and have the children repeat after you.

2. Indicate the articles of clothing you are wearing. Have the children "help" you. All say together:

Traigo puesto ...

Say alone:

una blusa.

Place the picture card on the chalk ledge.

All say:

Traigo puesto una blusa.

All say:

Traigo puesto ...

Teacher says:

una falda.

Place the picture card on the chalk ledge. Everyone says together:

Traigo puesto una falda.

3. Let individual children do the same thing. All say together:

Traigo puesto ...

The child says:

una falda (placing the card on the ledge).

4. Have the children draw pictures of themselves. From scraps of material have the children cut out and paste onto the drawing patterns of the articles of clothing they are wearing. For a caption, use the language pattern:

Traigo puesto _____.

Help the children read the captions of each other's work.

EVALUATION

Work with groups of no more than four children. Test their knowledge of the names of the articles of clothing by showing them pictures and having them name the object. Say:

"When I show you each picture, I want you all to say together what it is. Remember to say "un" or "una" or "unos" or "unas."

Record how well they do in naming.

Next, ask each child:

¿Qué traes puesto?

Record how well he can say what he is wearing. Remind them to say "Traigo puesto _____."

PART EIGHT
REVIEW OF LESSON THREE-C

LANGUAGE PATTERNS

¿Qué falta?

Falta

el
la

 _____.

MATERIALS

Objects or picture cards of objects in the classroom.

PROCEDURE

1. Place all the objects or picture cards on the table or floor. As you show each one review by asking:

¿Qué es?

Assist the children with their replies if necessary.

2. Take an object out at a time and say:

¿Qué falta?

Assist children with replies.

3. Do the same as step two except this time have the children close their eyes. The teacher takes an object out, tells the group to open their eyes, and asks:

¿Qué falta?

Give children enough time to figure out which one is missing.

4. Step three can be played as a game, having teams. A volunteer child takes turns in asking the question. The team that has to guess what's missing will be the team to close their eyes, etc. Record points for each correct answer. At the end of two or three minutes the team which has the most points will have a volunteer to take the leader's place in asking the question.

EVALUATION

Record the child's performance on step 3.

LESSON EIGHT

LANGUAGE PATTERNS

El
La

 _____ está sobre

la
el

 _____.

El
La

 _____ está debajo

de la
del

 _____.

¿Dónde está

el
la

 _____?

MATERIALS

Picture cards which show things which are "on" and "under" things that the children can name.

Several small objects that the children can name in Spanish.

PROCEDURE

1. Review the names of the objects that will be used in the lesson. If any words are introduced for the first time, do a Repetition Drill, page 3.
2. Place one object on another one. Say:

El libro está sobre la mesa.

Have the children repeat after you.

Place another object on something. Say:

El _____ está sobre la/el _____.

Have the children repeat.
3. Do about six sobre (on) sentences.

4. Repeat 2 and 3, saying:

El libro está sobre la mesa.

¿Dónde está el libro?

Direct the children to respond:

El libro está sobre la mesa.

5. Ask individual children to reply. Have the group help if necessary.

Note: This lesson might have to be presented in two parts, one to introduce sobre and another to introduce debajo de.

6. Introduce debajo de in the same manner.

7. Play the game:

¿Dónde está?

Select a child to be leader. The leader places objects debajo de or sobre and asks someone:

Joe, ¿dónde está el/la _____?

Have the child reply:

El/La _____ está sobre/debajo de la/del _____.

The same person is questioned either until he misses or until he gets five correct, when he becomes the leader.

EVALUATION

Record how well the children do on number 7 of the procedure. It is not necessary to have every child name every object used in this lesson, but each child must use sobre and debajo de correctly.

PART NINE
REVIEW OF LESSON SEVEN

LANGUAGE PATTERNS

Traigo puesto un

sombrero.
suéter.
abrigo.
vestido.

Traigo puesto unos

zapatos.
pantalones.
calcetines.

Traigo puesto una

falda.
camisa.
chaqueta.
blusa.

Traigo puesto unas

botas.

MATERIALS

Clothes the children are wearing.
Pictures of articles of clothing, in color.

PROCEDURE

1. Some of the nouns mentioned in the language patterns will not be reviewed unless the children are wearing such clothing. This language pattern, "Traigo puesto _____," should be reviewed as naturally as possible at this time.

2. Pointing to one thing at a time that you are wearing, say:

Traigo puesto

un
una

 _____.

3. Get the children to say what they are wearing, one child at a time. Say:

Jody, dime, ¿qué traes puesto?

Translate if necessary.

4. Sing the song, "Traigo Puesto." (Tune: "Skip to My Lou")

Traigo puesto una camisa,
Traigo puesto una camisa,
Traigo puesto una camisa,
Una camisa roja.

PROCEDURE

Show the picture of the article of clothing as you sing:

Traigo puesto una camisa.

Show another article of clothing and continue as before.

EVALUATION

Record how well the child does on step 3.

LESSON NINE

LANGUAGE PATTERNS

Le tengo miedo a las

víboras.
arañas.
brujas.
ratas.

Le tengo miedo a los

monstruos. (Halloween mask)
fantasmas.

¿Le tienes miedo a _____?

No, no
Sí

 le tengo miedo a _____.

MATERIALS

Pictures of these things.

PROCEDURE

1. Show one picture at a time. Pantomime your own fear or lack of it as you say:

Le tengo miedo a _____.

or

No le tengo miedo a _____.

Do a Repetition Drill with these sentences.

2. Ask individual children:

José, ¿le tienes miedo a _____?

If he indicates that he is afraid, help him reply:

Sí, le tengo miedo a _____.

If he indicates that he is not afraid, help him reply:

No, no le tengo miedo a _____.

Nod or shake your head to reinforce the point.

Allow some time for anecdotes in either English or Spanish; contribute some of your own.

3. To review:

Spread the pictures out on the table. Have each child choose one at a time and say either:

Le tengo miedo a _____.

or

No le tengo miedo a _____.

4. Have the children draw or paint pictures of something scary that they either fear or do not fear. Write captions on their pictures for them.

EVALUATION

Record how the children perform on number 3 of the procedure. If you sense that the child is depending heavily on imitating what another child has just said, have him choose another picture.

PART TEN
REVIEW OF LESSON SIX

LANGUAGE PATTERNS

¿Con quién vives?

Vivo con mi

mamá.
papá.
hermano/a.
tío/a.
abuelito/a.

MATERIALS

Drawing paper.

PROCEDURE

1. Do a Substitution Drill:

T: mamá

T/S: Vivo con mi mamá.

T: papá

T/S: Vivo con mi papá, etc.

2. Have the children draw a picture of a person they live with. Ask the question individually.

¿Con quién vives?

Write the child's reply on his or her picture.

EVALUATION

Record each child's performance on step 2.

LESSON TEN

LANGUAGE PATTERNS

¿Qué es esto?

Es un

perro.
gato.
canario.
perico.
pato.
pescadito.
ratón.
etc.

Es una

rata blanca.
etc.

MATERIALS

Animal Bingo or Lotto

Picture cards for each animal (next page).

PROCEDURE

1. Show each picture card and ask the group and individuals:

¿Qué es esto?

Assist the children with replies.

2. Play "Bingo."

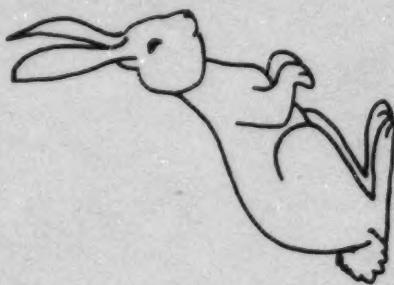
- a. Have a volunteer be the caller. He should look at the card and call the animal, but not show the card.
- b. The one who gets bingo will have to name the objects, for example:

un perro, un gato, etc .

He has to name all the objects on the bingo line in order to win. The winner becomes the caller and the game continues.

EVALUATION

Record the individual children's performance during the game.



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PART ELEVEN
REVIEW OF LESSON EIGHT

LANGUAGE PATTERNS

¿Dónde está

el
la

 _____?

El
La

 _____ está sobre

la
el

 _____.

El
La

 _____ está debajo

de la
del

 _____.

MATERIALS

See materials for lesson number 8.

PROCEDURE

1. Show the group one picture card at a time. Ask:

¿Dónde está

el
la

 _____?

Help the children reply:

El
La

 _____ está sobre

el
la

 _____.

El
La

 _____ está debajo

de la
del

 _____.

2. Play: "¿Dónde está?"

- a. Choose an object and 3 places, and say, for example:

El libro está

sobre
debajo de

la mesa.
la televisión.
la silla.

- b. Divide the children into two teams. Number the children. Place the object in these positions, name them, and have the children repeat after you.
- c. Have a child place an object on or under one of these three places. The rest of the team asks:

¿Dónde está

la
el

 _____?

- d. A child on the opposing team answers:

El
La

 _____ está

sobre
debajo de

 _____.

If he answers wrong, the first team has a chance to volunteer a child who can answer.

Scoring: You could award negative points for a wrong guess; the first person to get five (or whatever number works) is out of the game. The last person wins.

LESSON ELEVEN

LANGUAGE PATTERNS

¿Dónde están los

dulces?
juguetes?
etc.

¿Dónde están las

conchas?
cuentas?
etc.

Los
Las

 _____ están sobre

la
el

 _____.

Los
Las

 _____ están debajo

de la
del

 _____.

MATERIALS

Provide objects that are attractive to the children, such as candy, toys, shells, etc.

PROCEDURE

1. Place all the objects on the table. Lift several of each one, and place them on the table and say:

Los
Las

 _____ están sobre la mesa.

Have the children repeat each sentence after you.

2. Introduce the question. Say:

Los _____ están sobre la mesa.

¿Dónde están los _____?

Translate if necessary.

Children: Los dulces están sobre la mesa, etc.

3. Next, place the same objects under the table. Say:

Los dulces están debajo de la mesa.

Have the children repeat after you.

4. Play the game, "¿Dónde están?"

- a. Place objects either on or under the table, chair, or book, and ask:

¿Dónde están

los
las

 _____?

Encourage the children to reply:

Sobre

el
la

 _____.

Debajo

de la
del

 _____.

- b. Let the children take turns leading in asking the question.

5. Children can make up their own "sobre" and "debajo de" booklets. Instruct them to draw things which are on or under things:

Dibujen, "El libro está sobre la mesa."

You or the children can assist in writing captions for each drawing.

The cover can say:

"¿Dónde están?"

6. Prepare several ditto sheets of a table, chair, etc. for each child. Instruct them where to draw their objects by saying:

Las conchas están sobre la silla, etc.

Let them copy either sobre or debajo de on each page.

EVALUATION

Record how the children perform on number 4 of the procedure, once they are replying without too much help from you. If the group is too large for you to assess individuals as they give group responses, change the game by having the leader ask individual children rather than the group.

PART TWELVE
REVIEW OF LESSONS SEVEN, FOUR-A AND FOUR-B

LANGUAGE PATTERNS

Traigo puesto un

sombrero. suéter. abrigo. vestido.

Traigo puesto unos

zapatos. pantalones. calcetines.
--

Traigo puesto una

falda. camisa. chaqueta. blusa.
--

Traigo puesto unas

botas.

¿Qué traes puesto?

MATERIALS

Make up a set of picture cards for nouns listed in the objectives and write in captions, using the articles.
For example, have a picture of a hat, with the caption:
un sombrero

PROCEDURE

1. Review the articles of clothing.
2. A Singing Game:

Have two rows of children facing each other, about four to six feet apart.

(Tune: "Are you sleeping?")

In turn, each row asks the other:

¿Qué traes puesto?

For example, in rhythm (clapping):

¿Qué traes puesto?

¿Qué traes puesto?

Amigo Juan, amigo Juan.

Juan in return has to say something he is wearing:

(Traigo puesto, traigo puesto)

unos pantalones, unos pantalones.

Help the child reply if necessary.

Then the other row will get its turn to ask the questions.

After a few rounds of this, include the colors. For example, in rhythm:

C: ¿Qué traes puesto?

¿Qué traes puesto?

Amigo Juan, amigo Juan.

J: Traigo puesto, traigo puesto

unos pantalones.

C: ¿De qué color, de qué color

son los pantalones?

J: Los pantalones, los pantalones

son azules.

EVALUATION

Record the individual children's performance in the singing game.

LESSON TWELVE

LANGUAGE PATTERNS

Me toco el

brazo.
tronco.
pie.

Me toco la

cabeza.
mano.
pierna.

Me toco los

brazos.
pies.

Me toco las

manos.
piernas.

¿Qué estoy tocando?

MATERIALS

Large sheets of paper for the children to trace their own bodies.

Printed labels of the parts of the body named above for each child.

A test sheet for each child, page 135 .

PROCEDURE

1. Tell the children,

Vamos a aprender las partes del cuerpo.

We are going to learn the parts of the body.

Touch your own head and say, translating when necessary:

Me toco la cabeza.

Have the children touch their own heads and say:

Me toco la cabeza.

Repeat as for a Repetition Drill, and go through all the parts of the body named above in the same manner.

2. Ask the children, as you touch your head, arms, etc.

¿Qué estoy tocando?

Translate if necessary; direct them to answer:

La cabeza.

Continue for all parts of the body named in the lesson.
(Only expect a one-word answer if they are not ready
to learn another verb form.)

3. Do a Chain Drill using this question and answer form.
Don't let this drag, do it only when the children seem
to know the words.
4. Play "Simón Dice." Tell the children:

Vamos a jugar "Simón Dice"; We are going
to play "Simón Says." Si 'yo digo: "Simón
dice toquense la cabeza," ustedes se tocan
la cabeza. If I say Simón dice toquense
la cabeza, you touch your heads. Si no
digo: "Simón dice," no se deben tocar la
cabeza. If I don't say "Simón dice," you
mustn't touch your heads. Si se la tocan,
tienen que salir del juego. If you do
touch your heads, you are out. Si yo
digo, "Simón dice: toquense la cabeza,"
y ustedes no se la tocan o se tocan la mano
o el pie, tienen que salir del juego. If
I say, "Simón dice toquense la cabeza"
and you don't touch your heads or if you
touch your foot or arm or something else,
then you are out. El último que queda,
gana. The last one in wins.

Demonstrate a few turns to the children before you begin
the game. Be careful not to demonstrate the actions; the
children have to listen and understand.

Play "Simón Dice" on subsequent occasions to review.

5. Have the children trace each other's outlines on butcher
paper. One child should lie on the floor while another
traces around him. The children can then paint in their
clothes and features. If they can copy, give them their
labels which should look like this:

la cabeza

If they cannot copy, help each child place his labels on his drawing correctly.

EVALUATION

To test the children, distribute the test sheets. Demonstrate.
Say:

Dibujen un círculo alrededor de la cabeza
del primer niño.

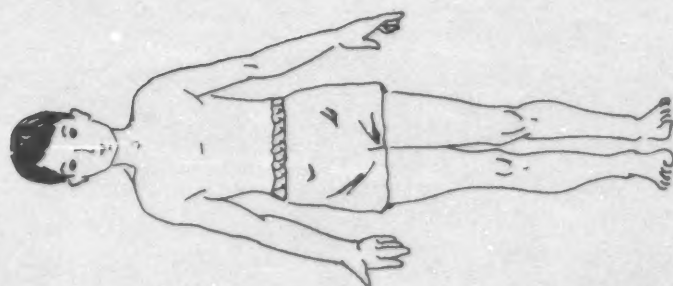
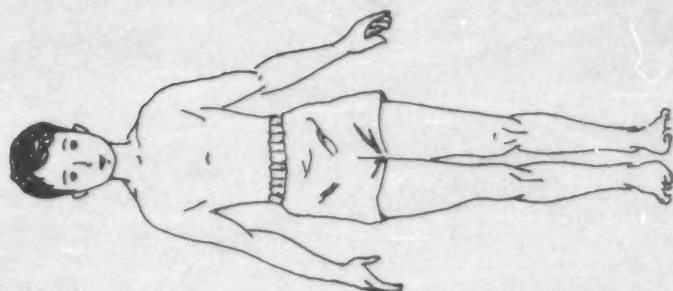
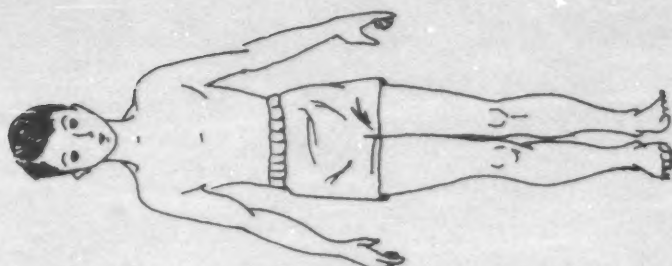
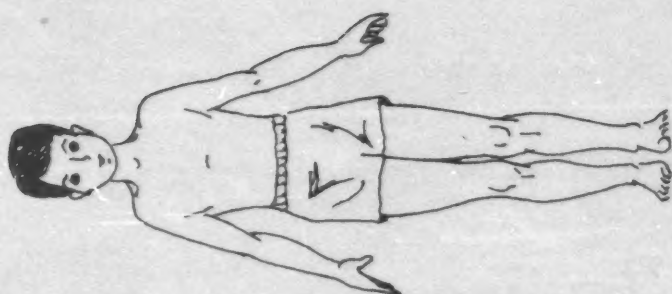
Hold up your sheet and do this with your finger.

Then indicate the second figure and say:

Dibujen un círculo alrededor

del tronco
de los brazos
de las piernas

del niño que sigue



PART THIRTEEN
REVIEW OF LESSON THREE-A

LANGUAGE PATTERNS

¿Qué es esto?

Es un

lápiz. libro. borrador.

Es una

silla. crayola. mesa. puerta. ventana. alfombra.

MATERIALS

Cards which show pictures of these objects.

Bingo cards with pictures of these objects on them.

PROCEDURE

1. Pass out three picture cards to each child. Show a card to the first child and ask:

¿Qué es esto?

Help the child say:

Es

un una

_____.

Have the child ask the next child:

¿Qué es esto?

Continue until most of the children have named most of the cards.

2. Play "Bingo," (see page 123).

EVALUATION

Record the individual children's performance on step 1.

LESSON THIRTEEN

LANGUAGE PATTERNS

El

caldo
chocolate
etc.

 está caliente.

La

leche
etc.

 está caliente.

El

helado
etc.

 está frío.

La

leche
etc.

 está fría.

MATERIALS

Hot chocolate for everyone.

Ice cream for everyone.

Magazine pictures of foods that are usually eaten warm, and some that are usually cold. Adapt the number of pictures to the ability of your group.

PROCEDURE

1. Give everyone some hot chocolate. Say:

El chocolate está caliente.

Have them feel their cups, etc., and have them repeat:

El chocolate está caliente.

2. Give everyone some ice cream. Say:

El helado está frío.

Have the children repeat.

3. Hold up one magazine picture at a time; ask:

¿Está frío o está caliente?

Help the children reply:

El	_____	está	frío/a.
La			caliente.

4. Make two columns on a tagboard chart. Head them "caliente" and "frío."

Place the picture cards face down on the table. Have each child take a card and place it correctly on the chart, saying as he does:

El	_____	está	frío/a.
La			caliente.

EVALUATION

Record the child's performance on step 4.

PART FOURTEEN
REVIEW OF LESSON TEN

LANGUAGE PATTERNS

¿Qué es esto?

Es un

perro.
gato.
canario.
perico.
pato.
pescadito.
ratón.
etc.

Es una

rata blanca.
hormiga colorada.
víbora.
etc.

MATERIALS

A Bingo Game of the animals listed above or pictures of these animals (see page 125).

PROCEDURE

1. Hold up one of the animal pictures or a bingo card. Point to a picture and ask:

John, ¿qué es esto?

If he answers correctly:

Es

un
una

 _____.

he gets a point. Have a child take over the questioning from you.

The child to have ten points first can lead the questioning.

2. Play Animal Bingo. Have a child be the caller. The child who gets "Bingo" must name all the animals he has covered.

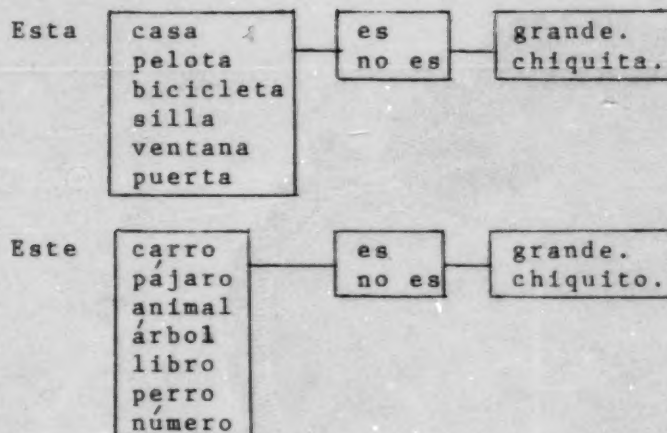
3. Dictation: Hold up a picture of one animal at a time. The children will write the name of that animal. Direct them to write the article, un or una, with each name.

EVALUATION

Record the individual children's performance on steps 2 and 3.

LESSON FOURTEEN

LANGUAGE PATTERNS



NOTE: Take at least three sessions for this lesson. Use masculine nouns in the first session, feminine in the second, and mix the two in the third. The list of nouns could be different. Always be careful not to teach too many new nouns in one lesson.

MATERIALS

Assemble pairs of pictures to illustrate grande and chiquito/chiquita, using a selection from the nouns listed above, or other nouns. Include some that the children have not had in lessons yet.

Take care that the pictures have more or less the same scale so that you will be comparing large and small bicycles, not just large and small pictures. For instance, have a man's and a child's bicycle, a golf ball and a basketball, a small house and the White House.

Use objects as well as pictures if you wish.

PROCEDURE

1. Display each pair of pictures to the group, saying:

Esta casa es grande. Esta casa es chiquita.

2. Show the children each pair of pictures again, this time having them repeat after you.
3. Take a pair of pictures. Hold them so that the children cannot see them. Make a mystery of which picture you are going to show them. Say:

Esta pelota es (turn it around); grande!

- Continue through all the pictures. Encourage children to say "grande" or "chiquita" with you.

4. To review, on another day, spread out all the pictures. Say:

Esta pelota es chiquita.

Choose a child to point out the correct picture. Have everyone repeat together:

Esta pelota es chiquita.

5. To teach "No es grande."

Assemble the group of pictures. Choose one, hold it up, and make a wrong statement about it; that is, hold up a picture of the White House and say:

Esta casa es chiquita... ¡Oh! ¡No es chiquita, es grande! Digan todos juntos ...

Children: No es chiquita, es grande.

Repeat this with several other pictures, saying both right and wrong sentences.

6. Have individual children lead the group when the activity is going well.

EVALUATION

To test the children's comprehension, record how they perform on number 4. To test if they have learned to say the language as well as understand it, note how they perform on number 6, once the activity is going well.

PART FIFTEEN
REVIEW OF LESSON TWELVE

LANGUAGE PATTERNS

Me toco el

brazo.
tronco.
pie.

Me toco la

cabeza.
mano.
pierna.

Me toco los

brazos.
pies.

Me toco las

manos.
piernas.

¿Qué estoy tocando?

La cabeza.

MATERIALS

None

PROCEDURE

1. Tell the children:

Hoy vamos a repasar las partes del cuerpo.

Translate if necessary.

2. Ask the children, as you touch your head, arms, etc.:

¿Qué estoy tocando?

Translate if necessary. Direct them to answer:

La cabeza.

Continue for all the parts of the body named in the lesson. Change places with the children. Give them turns to ask the question.

3. Play "Simón Dice." See page 133.

EVALUATION

Record the individual children's performance on step 2.

LESSON FIFTEEN

LANGUAGE PATTERNS

Me gustan las

manzanas. naranjas. uvas. toronjas.
--

Me gustan los

plátanos.

No me gustan

las los

_____.

MATERIALS

Assemble a selection of real or plastic fruits and picture cards of fruits or felt pictures.

Drawing paper

Scissors

Crayolas

Large fruit bowl

PROCEDURE

1. Place a felt picture of each fruit on the board, or hold up a picture. As you do so, say either:

Me gustan _____.

or

No me gustan _____.

Use facial expression to convey the meaning of "Me gustan..." and "No me gustan..."

2. Have the children repeat after you; encourage them to use facial expressions, too.

3. Place a large fruit bowl with fruit on the center of the table. Children, one at a time, select a fruit from the bowl. As they select the fruit they have to say:

Me gustan las toronjas.

or

No me gustan las toronjas.

4. Children can draw, color, or paint, or make with clay and paint, fruits they like to eat. Place their pictures on the bulletin board under the title "Me gustan" or "Las frutas que me gustan."

EVALUATION

Record how the children do on number 3. For a fuller evaluation, work with a group of four; place fruits on the felt board and have them say:

Me gustan _____.

or

No me gustan _____.

PART SIXTEEN

REVIEW OF LESSON THIRTEEN

LANGUAGE PATTERNS

El caldo etc.	está caliente.
------------------	----------------

El helado está frío.
etc.

La leche
etc. está fría.

MATERIALS

Magazine pictures of foods that are usually eaten warm, and those that are usually cold. Adapt the number of pictures to the ability of your group.

Tagboard chart.

PROCEDURE

1. Hold up one magazine picture at a time; ask:

¿Está frío o está caliente?

Translate if necessary.

Help the children reply:

El	_____	está	frío/a.
La			caliente.

2. Make two columns on a tagboard chart. Head them "caliente" and "frío."

Place the picture cards face down on the table. Have each child take a card and place it correctly on the chart, saying as he does:

El	_____	está	frío/fría.
La			caliente.

3. Flip cards at a faster speed than normal. Children will say either frío, fría, or caliente, depending on what's shown on the card. Children can respond individually or the whole group can respond.

EVALUATION

Record the individual children's performance on step 2.

LESSON SIXTEEN

LANGUAGE PATTERNS

Me gusta

jugar con la pelota. brincar. dibujar. pintar.

MATERIALS

Prepare action pictures of jugar, brincar, dibujar, and pintar.

Jumprope.

Crayolas.

Paint brush.

Ball

PROCEDURE

1. Mime each action word as you say, "Me gusta ____." For "jugar" use a ball, for "brincar" use a jumprope, for "dibujar" use crayolas, and for "pintar" use a paint brush. Have the children repeat after you. Do this several times.
2. Lead the children in a game. Have them form a circle and watch you mime an action, saying:

Me gusta jugar con la pelota.

Then direct them to do the same action, and also say the sentence with you. Say it slowly and rhythmically so that they keep together.
3. To review: Call out a sentence and have the group mime and say it for you.
4. Let each child make a "Me gusta" book. Let them draw a picture to illustrate "jugar con la pelota," "brincar," "dibujar" and "pintar," one on each page. Write in or help them copy their captions.

EVALUATION

To test individually, have each child show you the book he has made, as described in number 4. Have him say the appropriate sentence for each page.

To test in the group, either note how the children do in number 3 or do number 3, with a group of four children.

PART SEVENTEEN
REVIEW OF LESSON EIGHT

LANGUAGE PATTERNS

¿Dónde está

el
la

 _____?

El
La

 _____ está sobre

la
el

 _____.

El
La

 _____ está debajo

de la
del

 _____.

MATERIALS AND PROCEDURE

As for Lesson 8, page 116.

LESSON SEVENTEEN

LANGUAGE PATTERNS

¿Dónde está

el
la

 _____?

El
La

 _____ está

afuera
adentro

 de la caja.

MATERIALS

Classroom objects children have learned. One set for demonstration and a set for each child.

A round hat box or a shoe box for demonstration, and one for each child.

PROCEDURE

First Session:

1. Place all objects inside the box.
2. Lift one object at a time from the box; do not take out of the box, then say:

El lápiz está adentro de la caja.

Place down inside the box. Have the children repeat after you.

Lift a pencil from inside the box, then replace it.
Ask:

¿Dónde está el lápiz?

Say:

El lápiz está adentro de la caja.

Ask:

¿Dónde está el lápiz?

Help the children reply:

El lápiz está adentro de la caja.

Continue asking until all the objects have been mentioned.
Have individual children lift out objects and lead the group.

Second Session:

1. Use the same objects as for the first session.
2. Place all the articles inside the box. Take each article out of the box and place it on the table.
Say:

El lápiz está afuera de la caja.

Have the children repeat after you.

3. Ask:

¿Dónde está

el
la

 _____?

Children reply:

El
La

 _____ está afuera de la caja.

Continue the questioning until all the objects have been mentioned.

4. Game: "¿Dónde está?"

- a. Have some objects inside the box and some outside the box.
- b. Ask the group or individual children:

¿Dónde está el lápiz?

Encourage them to reply:

El lápiz está

afuera
adentro

 de la caja.

- c. Children can take the teacher's place.
Suggestion:

1. Practice the same question and answer with:

a birdcage and a stuffed bird
model cages and plastic zoo animals
model garage and tiny car

2. Improvise a cage; have a child or children dress up in animal masks. Direct the "animal":

Afuera del _____; adentro de _____.

Ask the spectators:

¿Dónde está el león?

They reply:

El león está

afuera
adentro

 de la _____.

Note: "de la" is used with feminine nouns.
"del" is a contraction of "de el" and is used with masculine nouns.

Example:

afuera de la jaula
afuera de la caja
afuera del refrigerador
afuera del cuarto
afuera del escritorio
etc.

EVALUATION

Record how the children do on number 4, b and c. You can have individual children answer to help in your assessment.

PART EIGHTEEN
REVIEW OF LESSON FOURTEEN

LANGUAGE PATTERNS

Esta	casa	es no es	grande. chiquita.
	pelota		
	bicicleta		
	silla		
	ventana		
	puerta		

MATERIALS

Assemble pairs of pictures to illustrate "grande" and "chiquita," using a selection from the nouns listed above or other nouns. Include some that children have not had in lessons yet.

Have pictures of the same scale so that they will illustrate comparisons of large and small. For instance, have a man's and a child's bicycle, a golf ball and a basketball, etc.

PROCEDURE

1. Take a pair of pictures. Hold them so that the children cannot see them. Make a mystery of which picture you are going to show them; say:

Esta pelota es . . . (turn card around) ¡grande!

Continue through all the pictures. Encourage the children to say "grande" or "chiquita" with you.

2. Spread out all the pictures. Say:

Esta pelota es chiquita.

Choose a child to point out the correct picture. Have everyone repeat together:

Esta pelota es chiquita, etc.

3. Review "No es chiquita, es grande."

Assemble the group of pictures. Choose one, hold it up, and make a wrong statement about it. For example, hold up a picture of the White House and say:

Esta casa es chiquita . . . ¡Oh!

¡No es chiquita, es grande!

Digan todos juntos . . .

Children:

No es chiquita, es grande.

Repeat this with several other pictures, saying both right and wrong sentences.

Have individual children lead the group when it is going well.

EVALUATION

Record the individual children's performance on steps 2 and 3.

LESSON EIGHTEEN

LANGUAGE PATTERNS

Hace

frío.
calor.

¿Hace

frío?
calor?

Sí, hace

frío.
calor.

MATERIALS

Provide several pictures which suggest a hot or cold day: children wearing heavy coats and sweaters, children swimming in a pool, at the beach, or someone fanning himself.

PROCEDURE

1. As each picture is presented, say either "Hace frío" or "Hace calor." Have the children repeat after you, and translate if necessary.
2. Place the pictures face-down on the table. The children take turns to select one and say either

"Hace frío" or "Hace calor."

Continue until all children have had a turn.

3. Introduce the question:

¿Hace

frío?
calor?

As each picture is presented, ask the question, and encourage the children to reply with you. For example:

Teacher: ¿Hace frío?

Teacher and children: Sí, hace frío.

Teacher: ¿Hace calor?

Teacher and children: Sí, hace calor.

Continue until the children can answer by themselves.

4. Have the children make their own "Hace frío, Hace calor" booklets. Have them draw their own pictures describing frío and calor.

Write labels on the board or on sentence strips for the children to copy.

5. If it is an exceptionally hot or cold day, say "¿Hace frío?" or "¿Hace calor?" to the children, and help them reply, "Sí, hace frío" or "Sí, hace calor."
6. Make labels for the classroom weather chart which say "Hace frío" and "Hace calor." Use them appropriately.

EVALUATION

Speak to each child about the booklet he made for number 4. Have him tell you, "Hace frío" or "Hace calor" about his pictures and record the result.

PART NINETEEN
REVIEW OF LESSON FIFTEEN

LANGUAGE PATTERNS

Me gustan	las	manzanas.
No me gustan		naranjas.
		uvas.
		toronjas.
		peras.

Me gustan	los	plátanos.
No me gustan		higos.

¿Te gustan

las
los

 _____?

Sí, me gustan	las	manzanas.
No, no me gustan		naranjas.
		uvas.
		toronjas.
		peras.

Sí, me gustan	los	plátanos.
No, no me gustan		higos.

MATERIALS

Pictures of these fruits.

Game board, pages 160, 161.

PROCEDURE

1. Place the picture cards face down. Take one, show it to the group, and say, either

Me gustan

las
los

 _____.

or

No me gustan

las
los

 _____.

2. Have the first child choose a picture. Say to the group:

Digan conmigo, "¿Te gustan

los
las

 _____?"

Have the group all ask the question. Have the child reply, either

Sí, me gustan

los
las

 _____.

or

No, no me gustan

los
las

 _____.

3. Continue in this manner around the group.
4. Play the game pages 160, 161. The first player throws a dice, moves the number of spaces. When he lands, the group asks:

¿Te gustan

los
las

 _____?

If he replies correctly, he remains; if not, he has to retreat the same number of spaces.

5. Have a plate of mixed fruits, divided into individual pieces. Pass the plate to each child so that they can take a piece. As they do so, ask:

¿Te gustan

las
los

 _____?

They will reply:

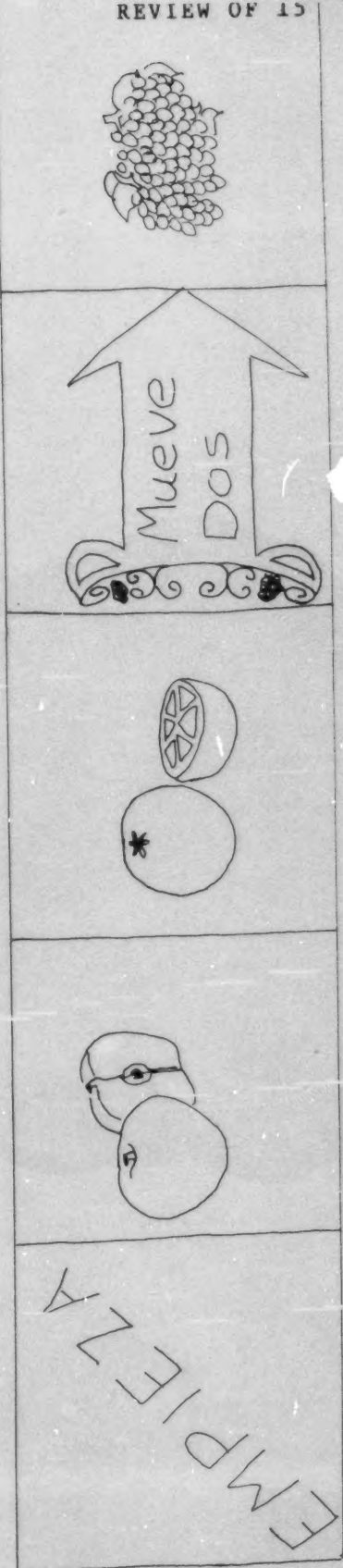
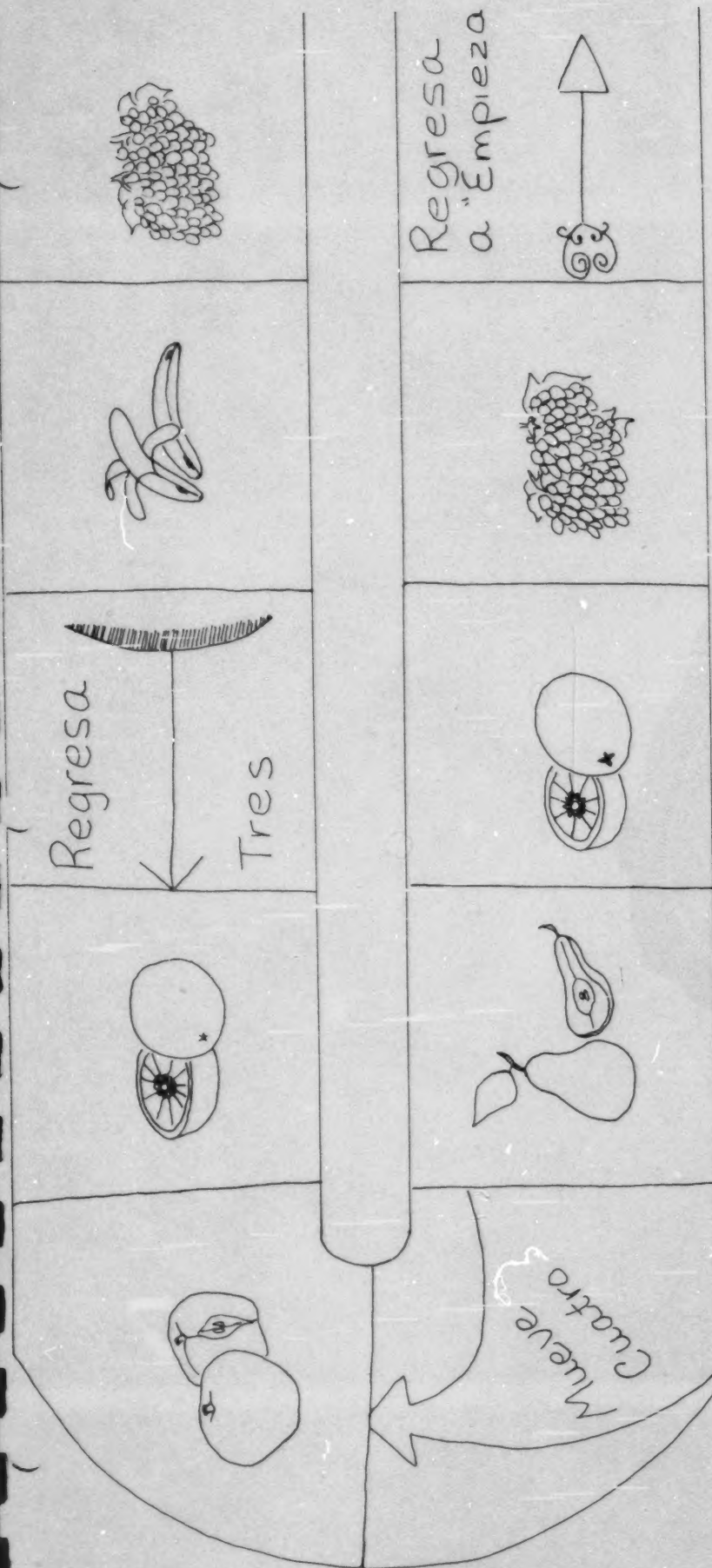
Sí, me gustan

los
las

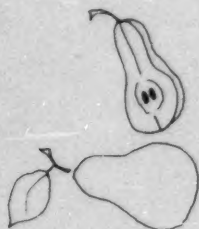
 _____.

EVALUATION

Record the individual children's performance on steps 4 and 5.

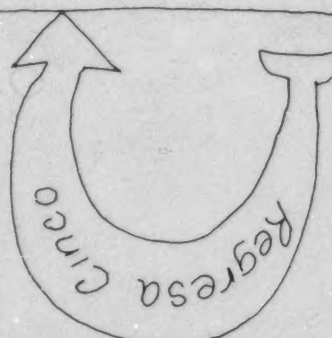
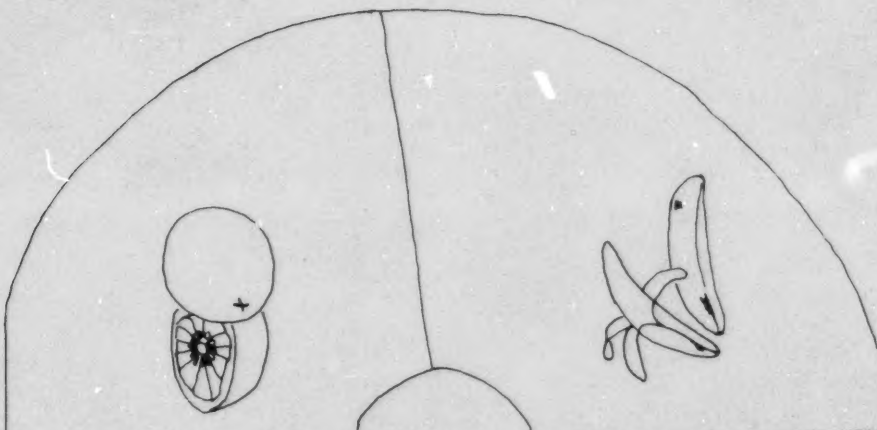


FIN



Regresa

Cinco



LESSON NINETEEN

LANGUAGE PATTERNS

Hay nieve en

las montañas. el zacate/pasto. los árboles.

Está lloviendo.

Está haciendo mucho viento.

MATERIALS

Construction paper, glue, scissors, cotton for murals.

Piece of colored plastic or vinyl for each child.

Pictures of snowy trees, ground, mountains.

PROCEDURE

1. Point out local scenery, or show pictures to illustrate "Hay nieve en las montañas." Have the children repeat after you.

Show a picture illustrating snow on the trees.
Say, and have the children repeat after you:

Hay nieve en los árboles.

Show a picture to illustrate snow on the ground.

Hay nieve en el zacate/pasto.

Have the children repeat after you.

2. Do a Substitution Drill. Substitute las montañas, los árboles, el zacate.
3. Make a snow mural. Have the children cut out, from construction paper, mountains and trees. Place them on the mural, and then have the children paste "snow" (cotton), on the mountains, grass and trees.

4. On a windy day, have the children tell you what they experience: what happens to their hair, clothes, the balls they play with, etc. Encourage them to tell you about a windy day in either English or Spanish.

If you do not teach this on a windy day, provide pictures to illustrate the concept.

Have them repeat after you, and translate if necessary:

Está haciendo mucho viento.

5. Make this the title for a bulletin board. Have them draw pictures to go under this title.
6. While these pictures are displayed, point to them and ask the children, from time to time:

¿Está haciendo mucho viento?

Guide them to answer:

Sí, está haciendo mucho viento.

7. On a rainy day, tell the children:

Hoy está lloviendo.

Have them repeat after you.

Have the children draw a figure and cut out a plastic hat and raincoat to glue on it. Have them label their pictures:

Está lloviendo.

8. In order to drill this language, keep the pictures displayed and draw the children's attention to them. Guide them in saying the sentences they have learned.

EVALUATION

Record the individual children's performance as you do step 8.

PART TWENTY
REVIEW OF LESSON EIGHTEEN

LANGUAGE PATTERNS

Hace

frío.
calor.

¿Hace

frío?
calor?

Sí, hace

frío.
calor.

MATERIALS

Provide several pictures which suggest a hot or cold day: children wearing coats and sweaters; children swimming in a pool, at the beach, or someone fanning himself.

Magazines.

Weather chart.

PROCEDURE

1. Show a picture and say either "Hace frío" or "Hace calor."
Have children repeat after you say it twice.
2. Place the pictures face down on the table. Have children select a picture one by one.

Ask: ¿Hace frío? or ¿Hace calor?

Child looks and shows card to rest of the group and says either:

Sí, hace frío.

or

Sí, hace calor.

In turn that child, if he replies correctly, gets to ask the question of the next child who selects card. Continue in this manner until everyone in the group has had a chance at answering and asking.

3. Have children look in magazines for weather pictures which show cold and heat. Have children paste these on weather chart which says:

Hace frío. or Hace calor.

EVALUATION

Record each child's performance on step 2.

LESSON TWENTY

LANGUAGE PATTERNS

En el desayuno comemos

huevos con chorizo.
cereal.
pan con mantequilla.

En la comida comemos

arroz con pollo.
pescado.
carne guisada.

En la cena comemos

tacos.
hamburguesas.
sopa de fideo.

¿Qué comemos en

el desayuno?
la comida?
la cena?

MATERIALS

Pictures of each food mentioned above. Use other foods if you wish.

PROCEDURE

Language Pattern #1:

1. Hold up one breakfast picture at a time and say:

En el desayuno comemos huevos con chorizo.

Have the children repeat this sentence.

2. Do a Substitution Drill. Hold up a picture and say:

Huevos con chorizo.

Help the children say:

En el desayuno comemos huevos con chorizo.

Continue through all the foods.

3. Teach the foods for la comida and la cena in the same manner.
4. Have each child draw a picture for one of the three meals. He can draw or cut out the foods for that meal. Help him label his picture and his foods.

EVALUATION

Record how the children do on numbers 2 and 3.

PART TWENTY-ONE
REVIEW OF LESSON FOURTEEN

LANGUAGE PATTERNS

Este

carro
pájaro
animal
árbol
libro
perro
número

grande.
chiquito.

MATERIALS

Assemble pairs of pictures to illustrate "grande" and "chiquito," using a selection from the nouns listed above or other nouns. Include some that children have not had in lessons yet.

PROCEDURE

1. Take a pair of pictures. Hold them so that the children cannot see them. Make a mystery of which picture you are going to show them; saying:

Este carro es _____ (turn card around) ¡grande!

Continue through all the pictures. Encourage the children to say "grande" or "chiquito" with you. Volunteers should take the teacher's place.

2. Distribute the cards. Children in turn show a card at a time describing what's on it. For example:

El pájaro es chiquito.

A token is given for each correct description.

Suggestion: A box of objects the children like can be kept in the room where children can trade in for tokens received when playing games. Have someone responsible for being the trade box keeper.

EVALUATION

Record the individual children's performance on step 2.

LESSON TWENTY-ONE

LANGUAGE PATTERNS

Es hora de

levantarse.
desayunar.
ir a la escuela.
salir al recreo.
ir a comer.
ir a casa.

¿Qué dice

mamá?
la maestra?

MATERIALS

A picture book, stapled together, for each child. (pages 171-176)

1. A child in bed, mother telling him to get up.
2. A table set for breakfast, mother calling.
3. Mother holding the door open, calling to the children.
4. Children lining up in the classroom, carrying jump ropes, basketballs, etc.
5. Children walking towards the cafeteria.
6. Children waiting to get on the bus at school.

PROCEDURE

1. Distribute the booklets to the children.
2. Have the children look at the first picture.
Say:

Mamá dice: "Es hora de levantarse."

Translate if necessary.

¿Qué dice mamá?

Have them reply:

Es hora de levantarse.

Continue like this through all the pictures.

3. Mime some actions for the children. Translate if necessary. Say:

Estoy durmiendo. Mamá viene y dice:

"Es hora de ____."

Have the children say:

Es hora de levantarse.

Teacher: Tengo listo el desayuno. Digo, "Es hora de ____."

Children: Es hora de desayunar.

Teacher: Busquen las pelotas, etc. Es hora de ____.

Children: Es hora de salir al recreo.

Teacher: Son las once. Es hora de ____.

Children: Es hora de ir a comer.

Teacher: Vamos al autobus/camión. Es hora de ____.

Children: Es hora de ir a casa.

4. TAKE CARE TO USE "ES HORA DE ____" THROUGHOUT THE SCHOOL DAY ONCE THE CHILDREN HAVE LEARNED IT.

5. Have the children color their pictures.

EVALUATION

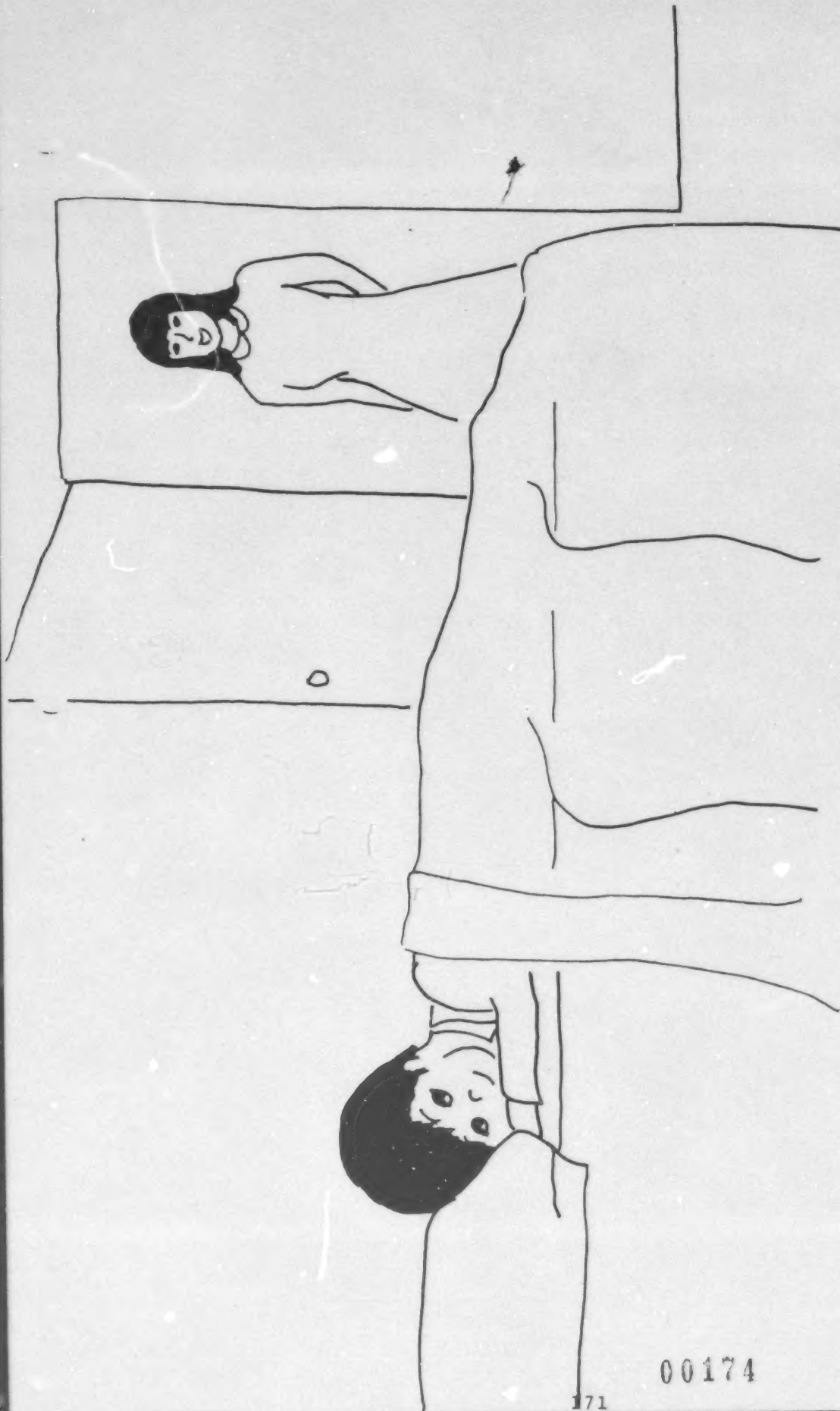
Either do this individually, or with no more than four children at a time. Show one picture at a time and ask:

¿Qué dice la mamá?

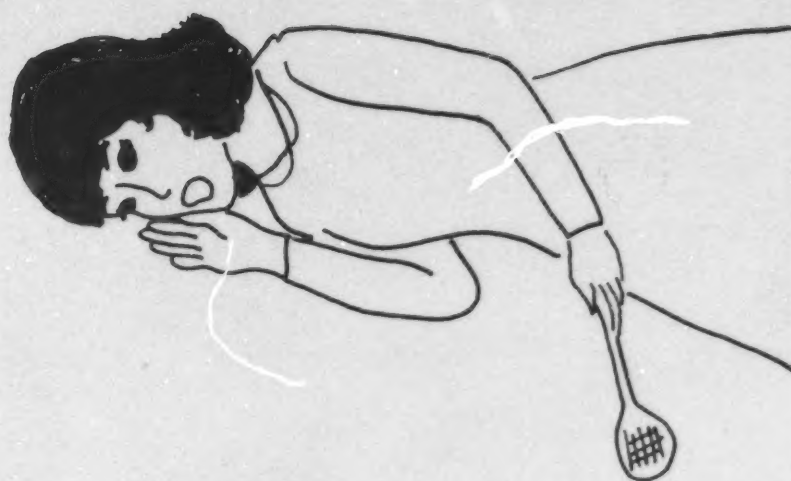
or

¿Qué dice la maestra?

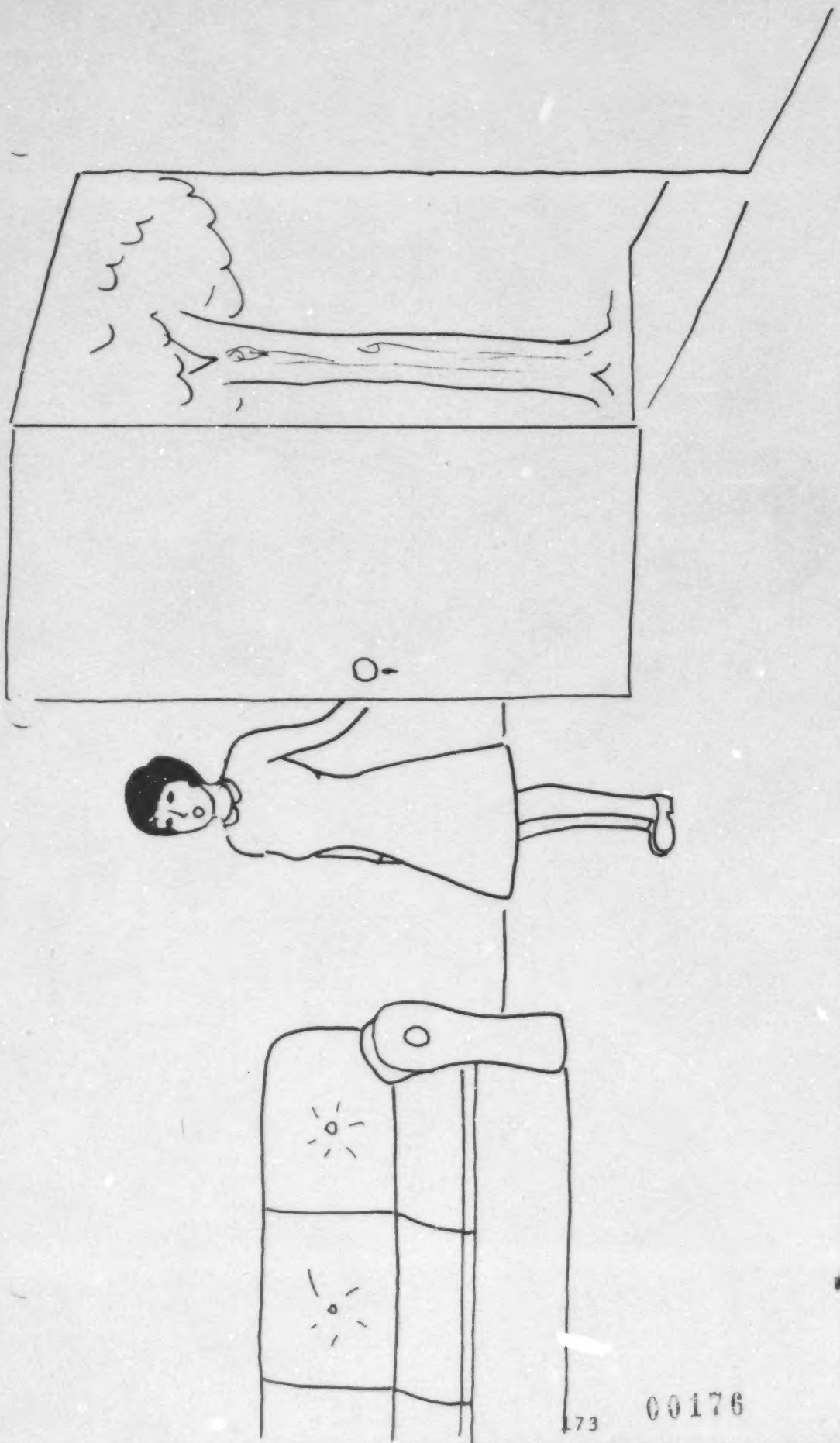
Record the results.

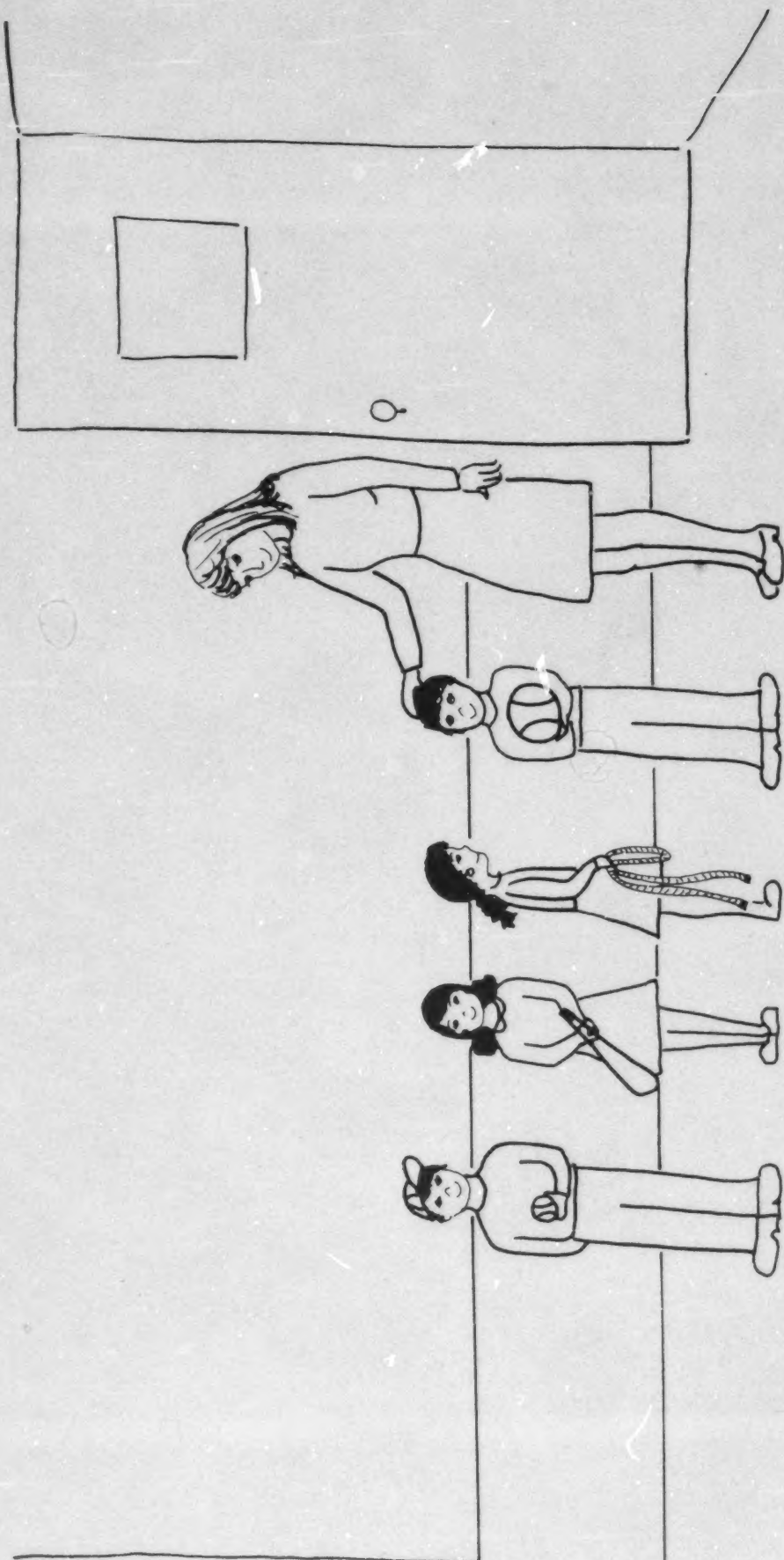


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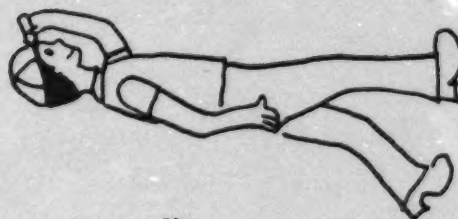
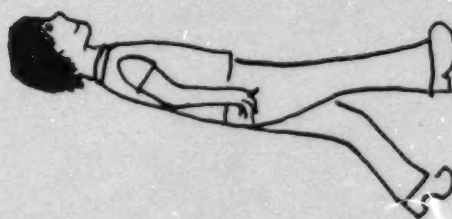
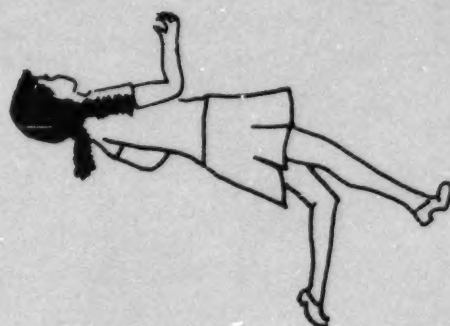
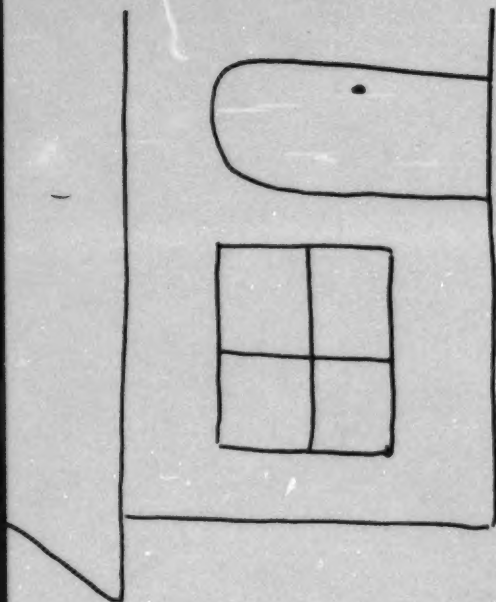


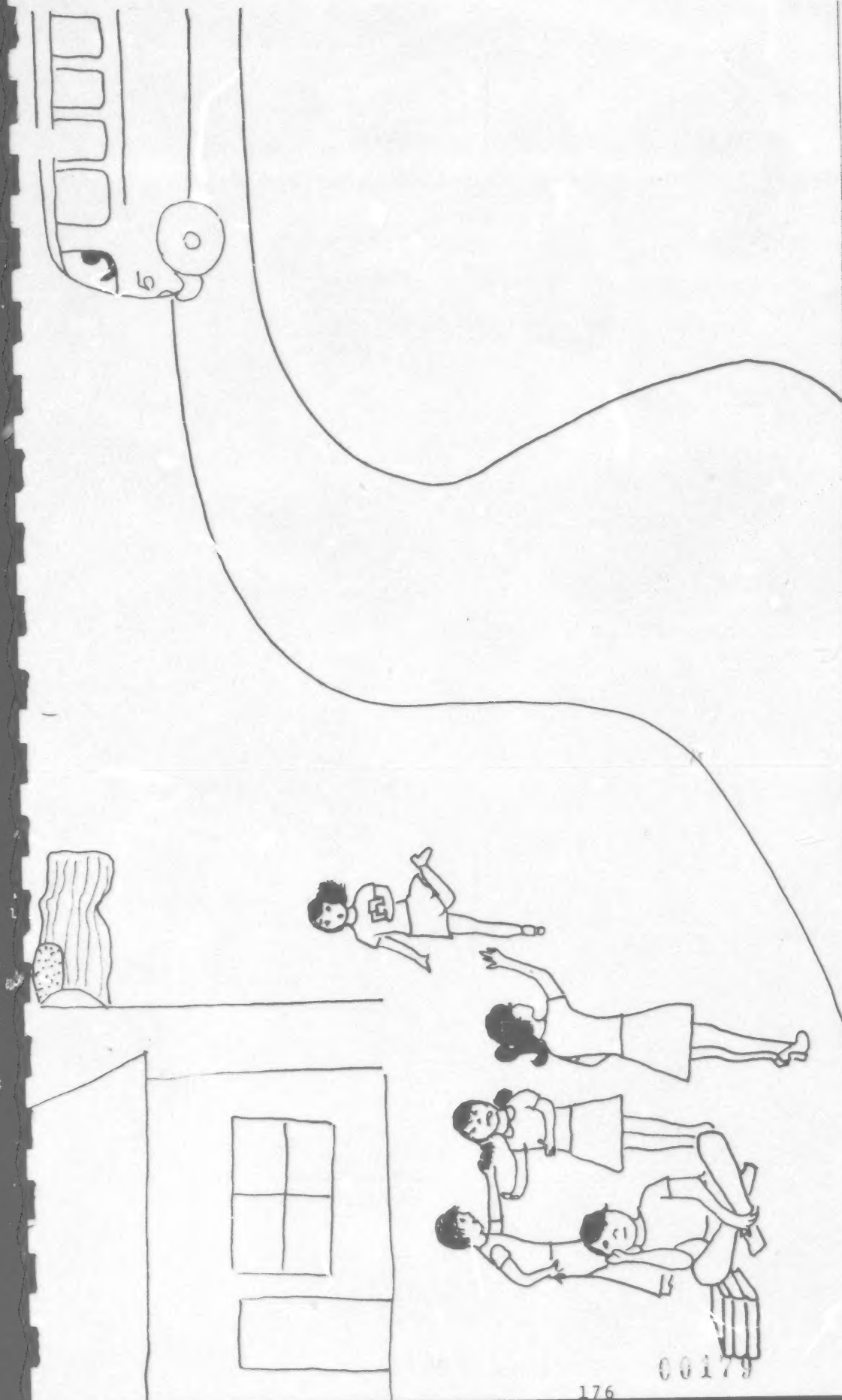
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00177





00179

PART TWENTY-TWO
REVIEW OF LESSON NINETEEN

LANGUAGE PATTERNS

Hay nieve en

las montañas. el zacate. los arboles.

Está lloviendo.

Está haciendo mucho viento.

MATERIALS

A bean bag.

A large board with pictures on it to illustrate the language patterns. The pictures can be those the children drew or from magazines, or a mixture of both. Separate each picture with colored tape.

PROCEDURE

1. Point to one picture at a time. Say the sentence that the picture illustrates and have the children repeat after you.
2. Play a game. Have two teams. Each child has a turn to throw a beanbag onto the picture board. Two children from the thrower's team must say the correct sentence together in order to win a point. If they fail, two children from the opposing team have a chance to win the point.

EVALUATION

Record each child's performance on step 2.

5. Have the children color their pictures. If they like to copy, have them copy the words in the bubble under the pictures.

6. (This could be another session.) Say:

¿Qué haces en las mañanas?

Help the child reply:

En las mañanas me levanto.

If he can't, remind him of the words for the pictures.

7. Display the three pictures. Choose one child at a time. Say:

En las mañanas me levanto.

The child must point to the correct picture, and so on for the other pictures. You can arrange this as a team game if you wish.

8. Do a Substitution Drill. Say:

 me levanto.

Direct the children to complete the sentence, and so on with the other sentences.

9. Have the children do a Chain Drill. Ask each child:

¿Qué haces en las mañanas?

Have the children repeat the question after you, then have them ask each other the question.

EVALUATION

Record how well individual children perform on step 9.

LESSON TWENTY-TWO-A

LANGUAGE PATTERNS

En las mañanas

me levanto.
desayuno.
me voy a la escuela.

¿Qué dice

el niño?
la niña?

El niño
La niña

dice:

En las mañanas me levanto.
En las mañanas desayuno.
En las mañanas me voy a la escuela.

¿Qué haces en las mañanas?

MATERIALS

Pictures with speaking bubbles to illustrate these three things (see pages 180-182).

PROCEDURE

1. Show the first picture, "En las mañanas me levanto."
Point to the speaking bubble and say:

El niño dice: "En las mañanas me levanto."

Have the children repeat after you.

2. Do the same for all the pictures.
3. Return to the first picture. Say:

El niño dice: "En las mañanas me levanto."

¿Qué dice el niño?

Help the children reply:

En las mañanas me levanto.

4. Do the same for the other pictures.

En las mañanas
me levanto.



En las
mañanas
desayuno.



En las mañanas
me voy a la
escuela.



LESSON TWENTY-TWO-B

LANGUAGE PATTERNS

En la escuela

leo mi libro.
juego con mis amigos.
escribo las letras.

El niño
La niña

dice:

En la escuela leo mi libro.
En la escuela juego con mis amigas.
En la escuela escribo las letras.

¿Qué dice

el niño?
la niña?

¿Qué haces en la escuela?

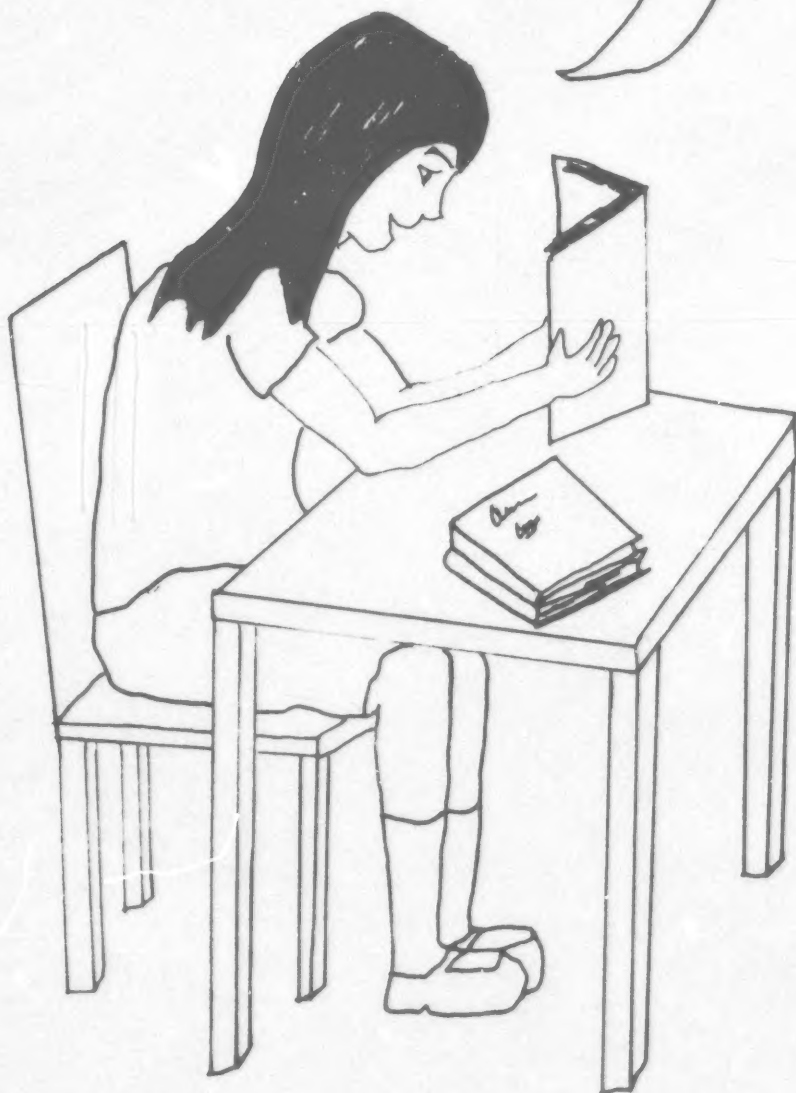
MATERIALS

Pictures, pages 184, 185, 186.

PROCEDURE

As for lesson 22a, page 179.

En la escuela
leo mi libro.

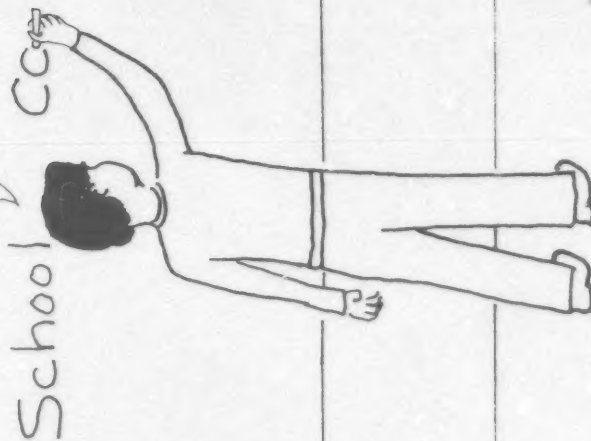


En la escuela
juego con
mis amigas.



00188

En la escuela
escribo las
letras.



LESSON TWENTY-TWO-C

LANGUAGE PATTERNS

En las tardes

le ayudo a mamá.
ando en bicicleta.
voy a la tienda.

El niño
La niña

dice:

En las tardes le ayudo a mamá.
En las tardes ando en bicicleta.
En las tardes voy a la tienda.

¿Qué dice

el niño?
la niña?

¿Qué haces en las tardes?

MATERIALS

Pictures, pages 188, 189, 190.

PROCEDURE

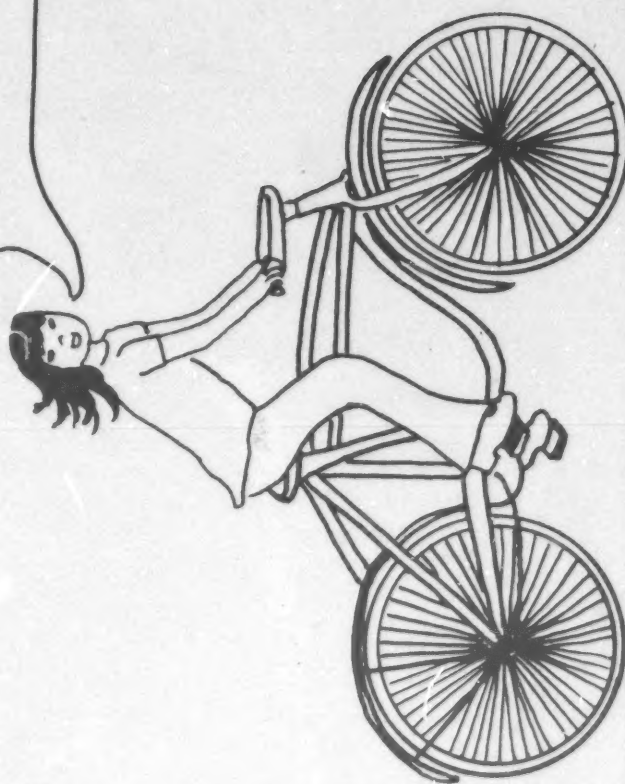
As for lesson 22a, page 179.

En las tardes le
ayudo a mamá.

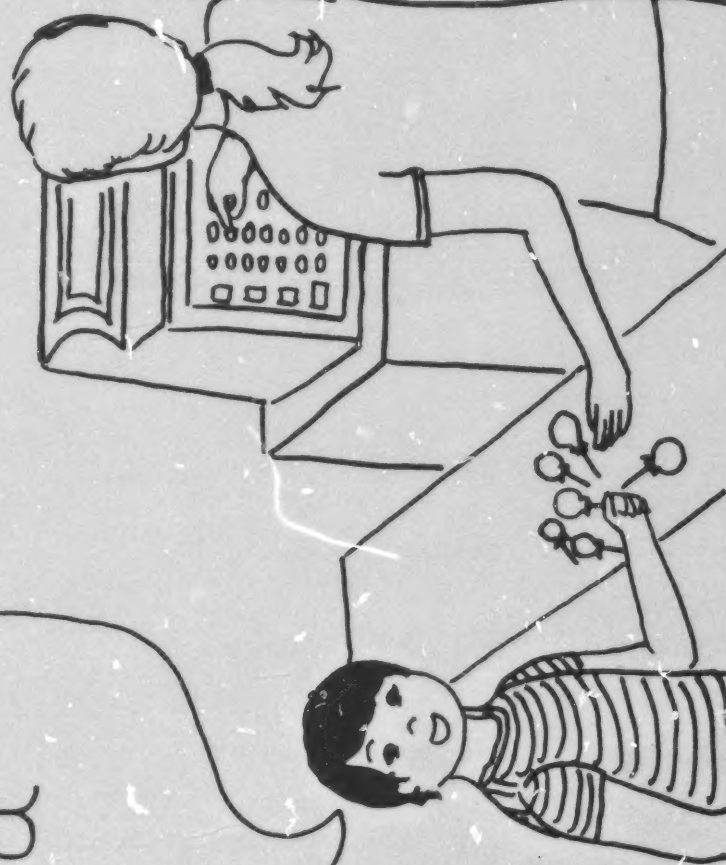


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En las tardes
ando en
bicicleta.



En las tardes
voy a la
tienda.



PART TWENTY-THREE
REVIEW OF LESSON SIXTEEN

LANGUAGE PATTERNS

Me gusta

jugar con la pelota. brincar. dibujar. pintar.

MATERIALS

Pictures which illustrate jugar, brincar, dibujar, and pintar.

Jump rope.

Crayolas.

Paint brush.

Ball

PROCEDURE

1. Mime each verb as you say, "Me gusta ____." For "jugar" use a ball, for "brincar" use a jump rope, for "dibujar" use crayolas, and for "pintar" use a paint brush. Do this several times.
2. Lead the children in a game. Have them form a circle and watch you mime an action. Say:

Me gusta jugar con la pelota.

Then direct them to do the same action, and also say the sentence with you. Say it slowly and rhythmically so that they keep together.

3. Have children take turns to mime an action for the rest of the group to guess.

EVALUATION

Record the individual children's performance on step 3.

LESSON TWENTY-THREE

LANGUAGE PATTERNS

El	sabe	nadar.
Ella		brincar.
		marchar.
		cocinar.
		escribir.
		leer.

¿Sabes	nadar?
	brincar?
	marchar?
	cocinar?
	escribir?
	leer?

Sí, yo sé _____.

No, yo no sé _____.

MATERIALS

Pictures from magazines to illustrate these verbs (someone doing these actions).

PROCEDURE

1. Show the group the first picture, someone swimming.
Say:

El	sabe nadar.
Ella	

Translate if necessary.

Have the group repeat after you, then say the phrase alone.

2. Say:

Yo sé nadar.

or

Yo no sé nadar.

Translate if necessary. Ask:

Ken, ¿sabes nadar?

Translate if necessary. Help him answer:

Sí, yo sé nadar.

or

No, yo no sé nadar.

3. Ask one or two other children the same question.
4. Repeat this procedure for all the pictures.
5. Have the children choose one verb to illustrate. Help them write captions.
6. To review:

Do a Chain Drill. Have the children ask each other if they can do the things depicted. Have them use their pictures as cues for the questions; that is, they can choose a picture and then ask about the activity they see there.

7. Hold up one picture at a time. Have the group say, all together, the caption for that picture. Ask individual children if you wish.

Be careful not to have them give the captions without any prompting from you.

EVALUATION

Record how the children do on numbers 6 and 7.

PART TWENTY-FOUR
REVIEW OF LESSON TWENTY-TWO-A, B AND C

LANGUAGE PATTERNS

¿Qué dice

el niño?
la niña?

En las mañanas

me levanto.
desayuno.
me voy a la escuela.

En la escuela

leo mi libro.
juego con mis amigas.
escribo las letras.

En las tardes

le ayudo a mamá.
ando en bicicleta.
voy a la tienda.

¿Qué haces en

las mañanas?
la escuela?
las tardes?

MATERIALS

Use pictures as for lessons 22a, 22b, and 22c.

Crayolas.

PROCEDURE

1. Compile the nine pictures. Show them one at a time. Read captions and ask:

¿Qué dice

el niño?
la niña?

Assist them with their responses.

After each 3 sets of pictures are introduced, ask individually:

¿Qué haces en

las mañanas?
la escuela?
las tardes?

Assist children with their responses.

2. Encourage children to ask each other. Follow up a Chain Drill.
3. Have children draw their own picture of what they do, in the morning, at school, and in the afternoon. Assist them with their captions.

EVALUATION

Record the individual children's performance on the Chain Drill, number 2.

LESSON TWENTY-FOUR

LANGUAGE PATTERNS

Le ayudo a mamá a

cocinar.
planchar.
coser.
componer el carro.

Le ayudo a papá a

cortar el zacate/pasto.
lavar el carro.
limpiar el solar.
lavar las ventanas.

Passive: ¿En qué le ayudas a tu

mamá?
papá?

MATERIALS

A picture to illustrate each verb. (See pages 198-205.)

PROCEDURE

1. Show each picture and use the language patterns above. You do not need to teach all the verbs in one session. Have the group repeat after you:

Le ayudo a mamá a cocinar, etc.

Explain to the children that they are saying what the child in the picture says.
Repeat until the children can respond to each picture.

2. Place piles of the pictures on the table, face up. Ask individuals.

Letty, ¿en qué le ayudas a tu

mamá?
papá?

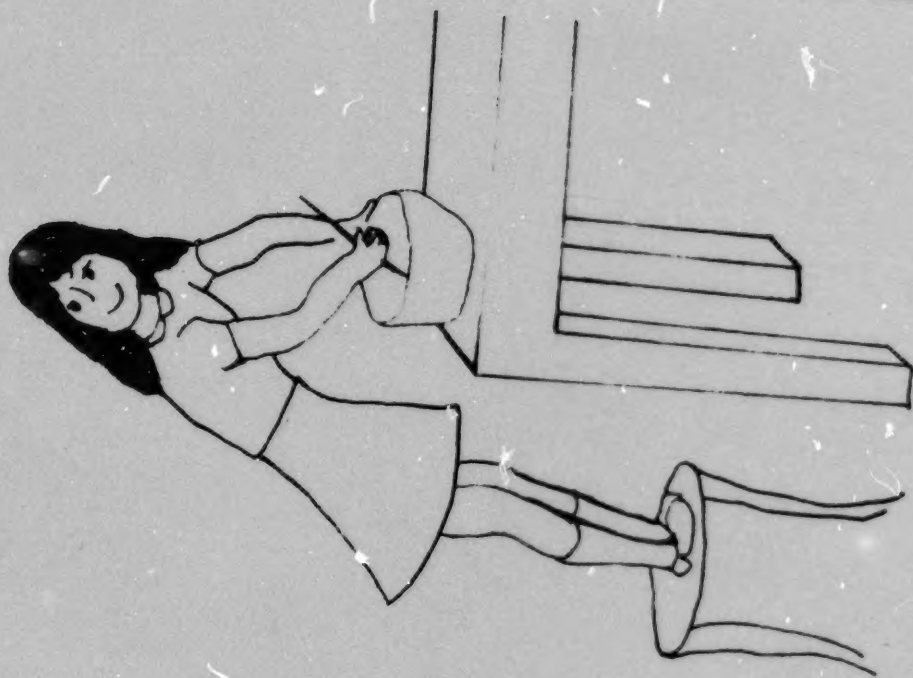
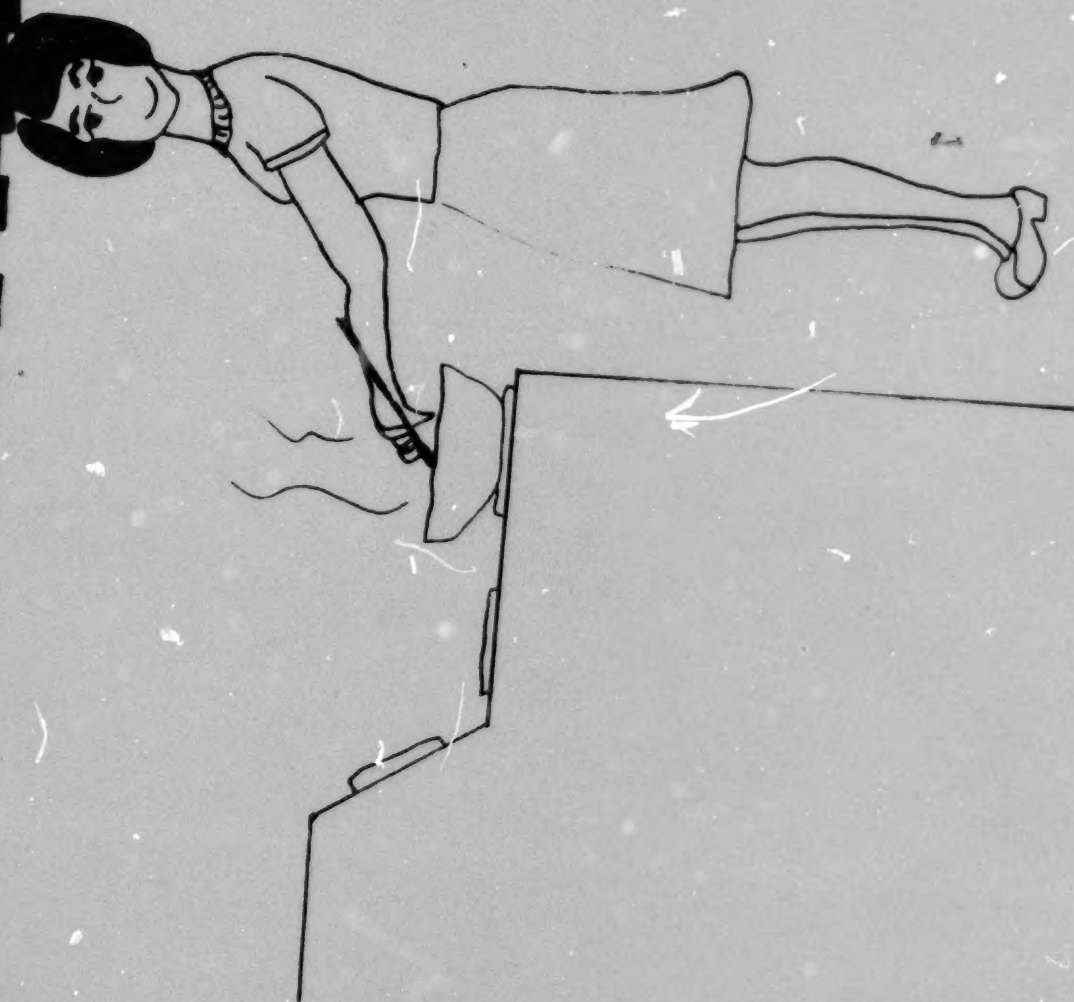
Have her choose a picture and say what the picture shows.
Let her keep the picture.
Do this until each child has a few pictures.

3. Let them color their pictures.

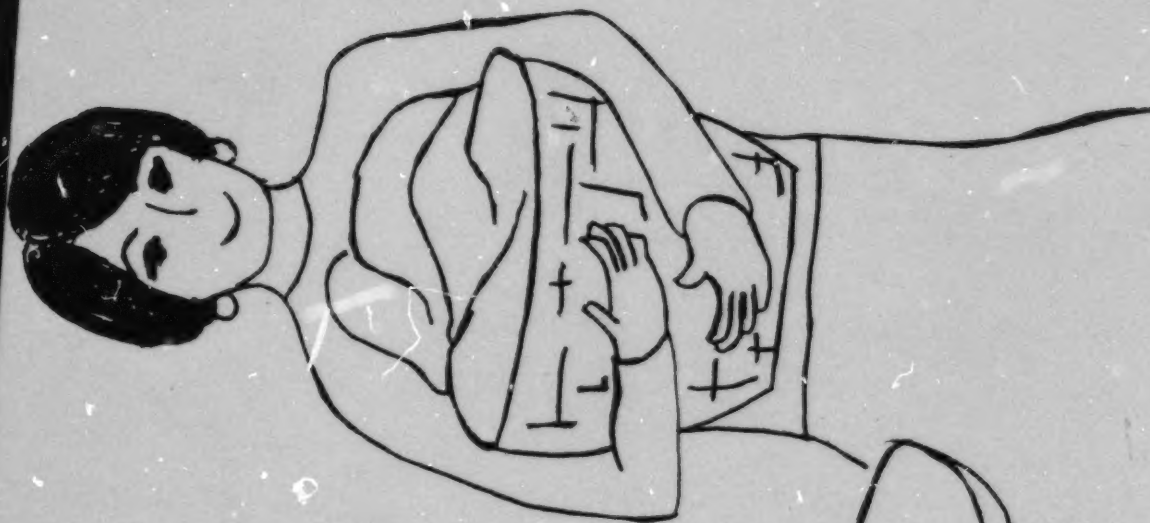
4. Have them copy the caption to each picture.
5. To review, repeat Steps 2, 3, and 4 on another day.

EVALUATION

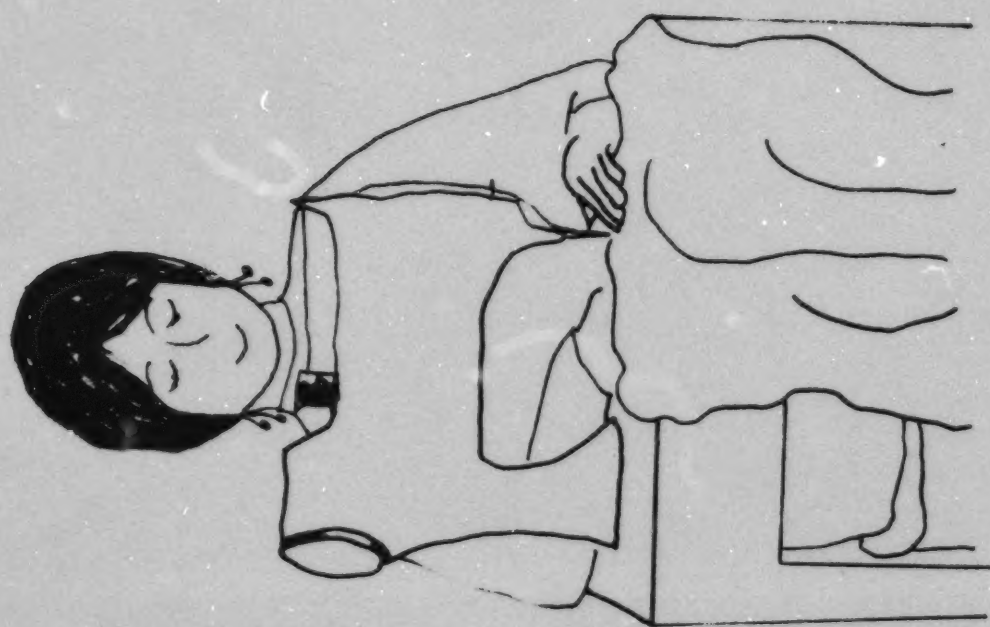
Record how the children do on number 2; or have them do a Chain Drill.



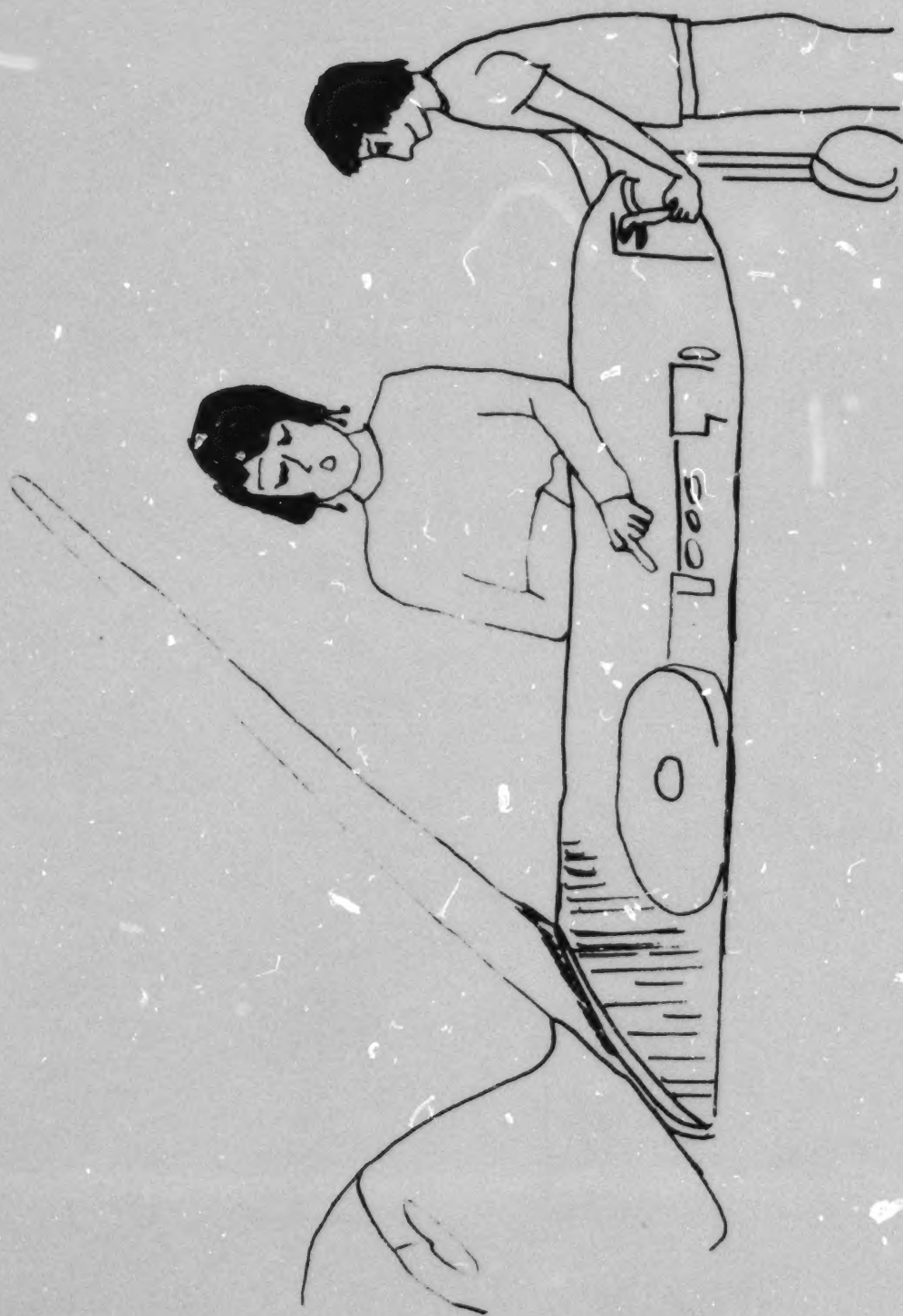
Le ayudo a mamá a cocinar



Le ayudo a mamá a planchar

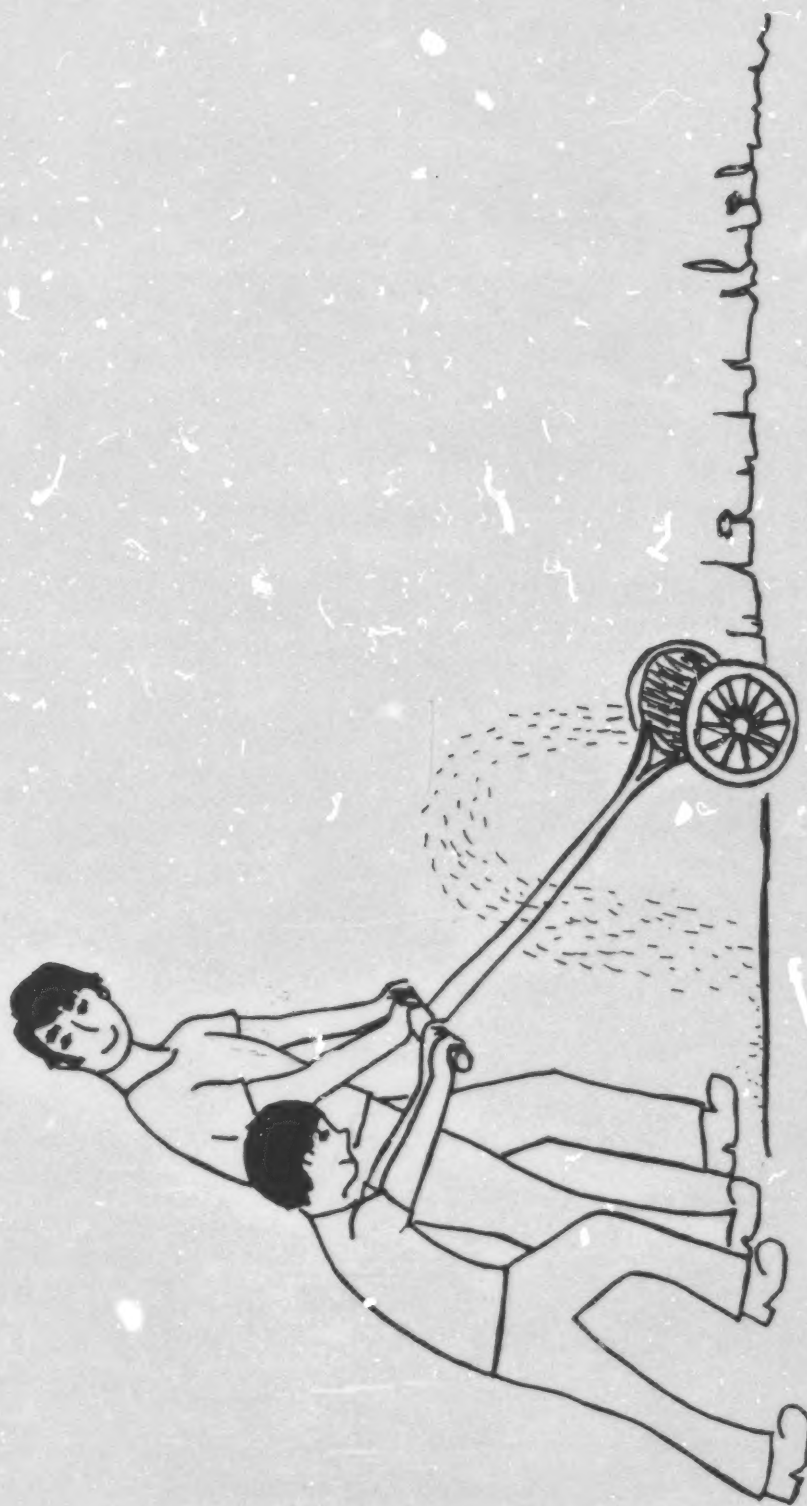


Le ayudo a mama a coser

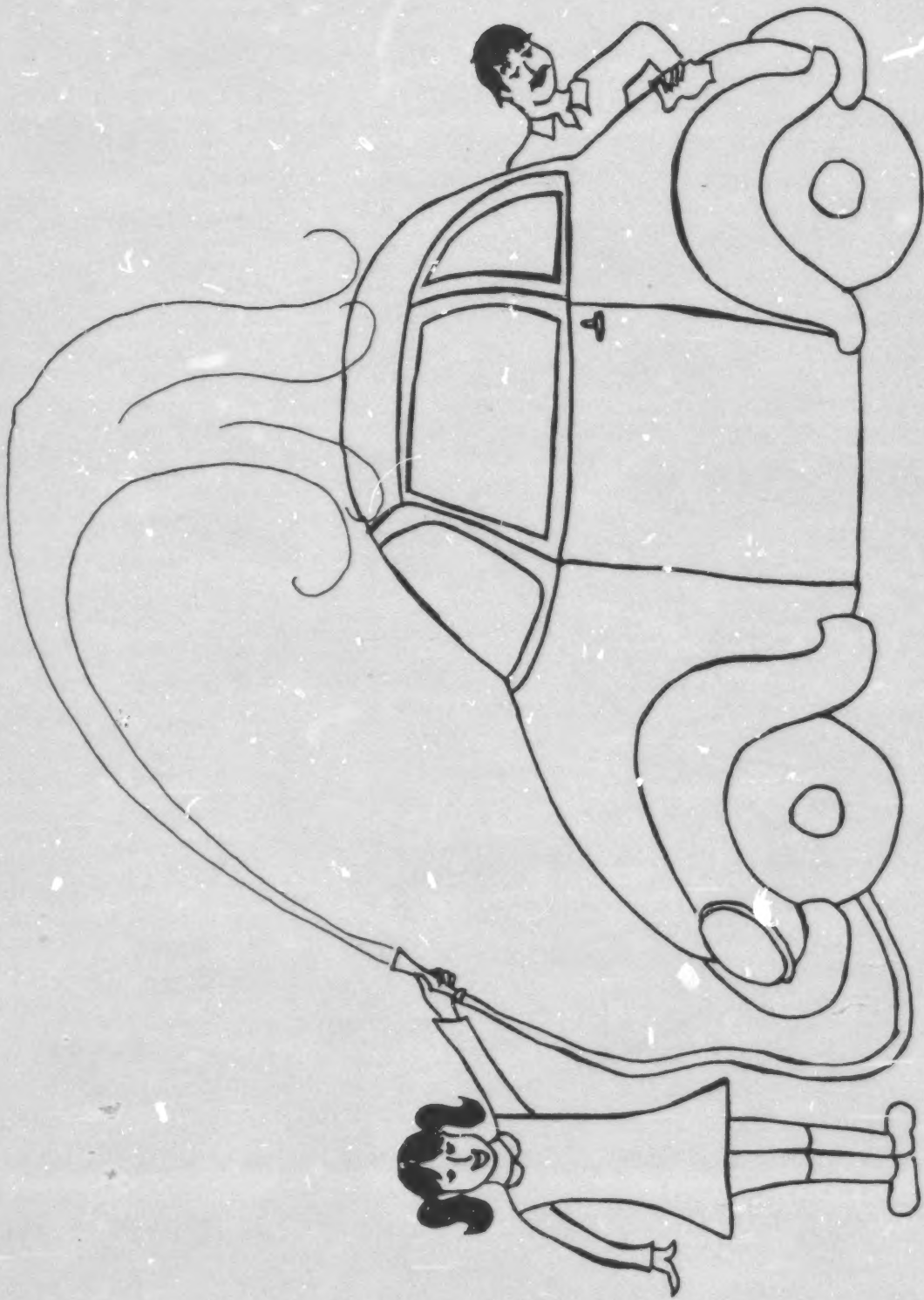


Le ayudo a mamá a componer el carro

00204

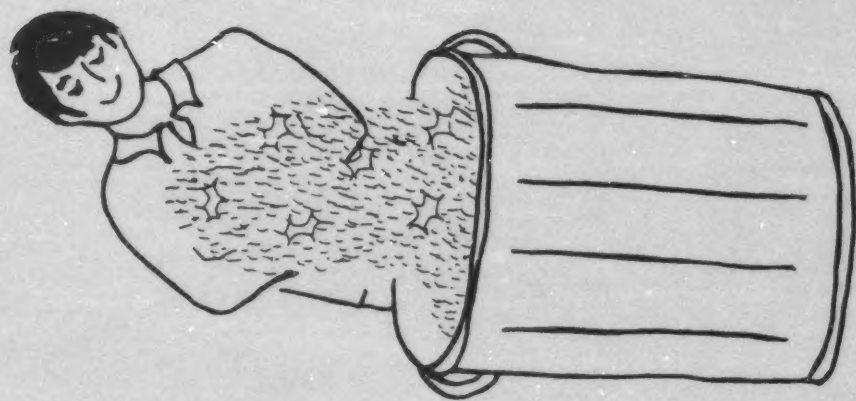


Le ayudo a papá a cortar el zacate

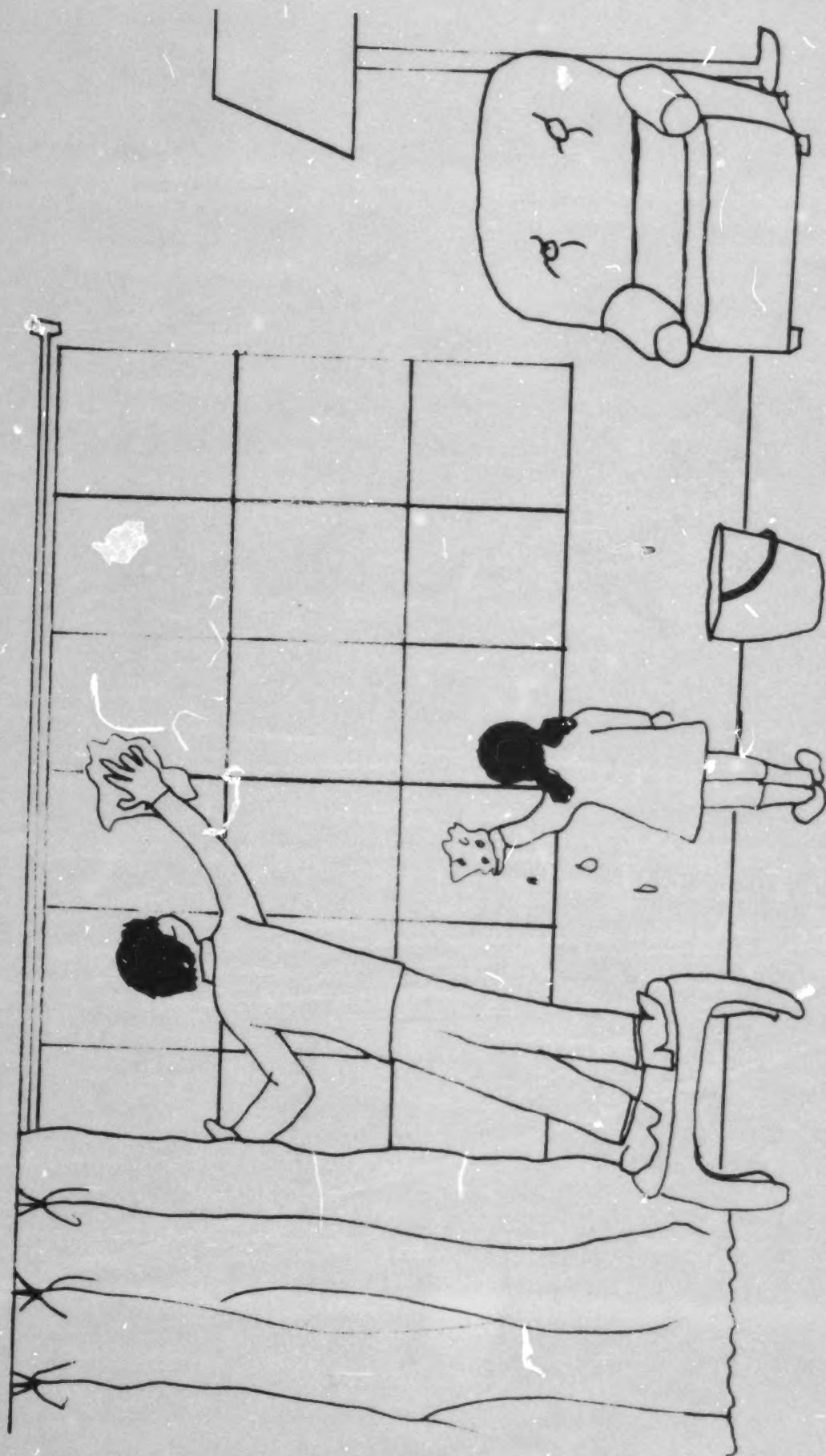


Le ayudo a papá a lavar el carro

00206



Le ayudo a papá a limpiar el solar



Le ayudo a papá a lavar las ventanas

PART TWENTY-FIVE
REVIEW OF LESSON SEVENTEEN

LANGUAGE PATTERNS

¿Dónde está

el
la

 _____?

El
La

 _____ está

afuera
adentro

 de la caja.

MATERIALS

Classroom objects children have learned. One set for demonstration and a set for each child.
Hat or shoe box.

PROCEDURE

1. Have several objects inside and outside the box. Point to each object and say:

El
La

 _____ está

afuera
adentro

 de la caja.

2. Point to the object and ask:

¿Dónde está

el
la

 _____?

Encourage the child or children to give a complete reply. Do this individually as well. Have someone from the group take your place.

3. Do the same as for step 2, but this time do not ask the question, just point to the objects. You will need to model at first.

EVALUATION

Record the performance of each child on step 2.

LESSON TWENTY-FIVE

LANGUAGE PATTERNS

En (Cucamonga) (your neighborhood) hay una

iglesia.
tienda.
oficina de
correos.
estación de
bomberos.
gasolinera.

En Cucamonga hay unas

fabricas.
casas.

MATERIALS

Photographs of the community if possible; if not, magazine cutouts.

PROCEDURE

1. Hold up one picture at a time. Say;

En (Cucamonga) hay una iglesia.

Have the children repeat after you.

2. After you have had the children repeat after each picture, hold up one picture at a time again, but this time say only the noun, "una tienda," etc. Help the children say the whole sentence, "En Cucamonga hay una tienda."
3. Go through the pictures again. This time, set them, one at a time, in a row along the chalk ledge or on the table. Have the group say:

En (Cucamonga) hay una iglesia.

En (Cucamonga) hay una iglesia y una tienda.

etc., adding one thing at a time.

Have individual children go through the list if you wish.

This can be a game, with a point for each noun named.

4. Have the children make drawings based on the pictures; they should cut out their drawings and arrange them on a mural. When the mural is complete, review by having individual children come and point out the various buildings, saying:

En (Cucamonga) hay _____.

EVALUATION

Record how the children do on numbers 3 and 4.

PART TWENTY-SIX
REVIEW OF LESSON FOUR-A AND B

LANGUAGE PATTERNS

¿De qué color es

el
la

 _____?

El _____ es

rojo. anaranjado. amarillo. verde. azul. café. blanco. negro.
--

La _____ es

roja. amarilla. anaranjada. verde. azul. café. blanca. negra.
--

MATERIALS

Several colored objects and colored picture cards of objects of which the children know the names. Have some that differ only in their color.

Pocket chart, to use for the game "¿De qué color?"

Color cards, squares of tagboard, etc., which show the colors clearly.

PROCEDURE

1. Use a Repetition Drill to:
 - a. Review the names of the objects.
 - b. Review the names of the colors.

2. Place an object or picture card in the pocket chart and say:

El lápiz es . . .

Hesitate and see if the children can provide the correct color word. If not, complete the sentence yourself. Have them say it with you the second time. Do this with all the objects.

3. Play, "¿De qué color es?"

Divide the group into two teams. Team One has the objects or picture cards; Team Two has the color cards. The first person from Team One places an object or picture card in the chart and asks the first person on Team Two:

¿De qué color es

el
la

 _____?

The team two person must select the right color card, place it, and say:

El
La

 _____ es _____.

A correct answer receives a point.

Each person on Team One asks a question, then Team Two gets the objects and Team One has the cards.

If necessary, play with masculine nouns only in one session, feminine nouns in another, and mixed nouns in another.

EVALUATION

Record the children's performance on step 3.

LESSON TWENTY-SIX

LANGUAGE PATTERNS

¿Es azul el lápiz?

No, el lápiz no es azul. El lápiz es amarillo.

MATERIALS

Have different objects of different colors, or colored picture cards. Use nouns that the children know. Have two or three objects which are of the same type, but different colors.

Bingo cards, see page 213.

PROCEDURE

1. Review the colors.
2. Present and describe by color one object at a time. Work first with different colors for the same object e.g., el lápiz azul, el lápiz amarillo, el lápiz verde. Say:

El lápiz es azul.

Have the children repeat after you.

3. Introduce the question:

¿Es azul el lápiz?

Say:

Sí, el lápiz es azul.

¿Es azul el lápiz?

Help the children reply:

Sí, el lápiz es azul.

4. Hold up an object and ask if it is a color that it is not.

Teacher: ¿Es azul el lápiz?

Say, and then help the children say:

No, el lápiz no es azul. El lápiz es amarillo.

5. Continue asking for negative and positive replies until the children reply confidently and correctly. Have individual children take turns asking the questions.

6. Bingo, "Lo Tengo."

Have a child distribute the Bingo cards. Say:

Dale una tarjeta a cada persona.

Explain the game; say:

Ustedes ponen un marcador en el cuadro de la cosa que dice el "caller." Cuando llenen cuadros en una línea, digan "Lo tengo." El primero que diga "Lo tengo," tiene que decir el nombre de cada cosa que tiene marcada.

EVALUATION

Record the performance of individual children on step 5.

BINGO

To prepare the caller's cards:

Duplicate several sets of pictures (page 213.)

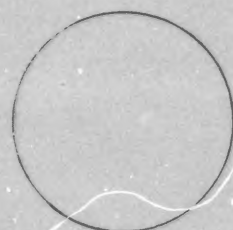
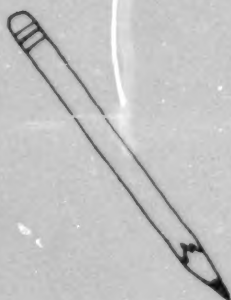
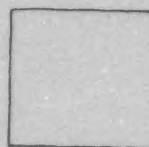
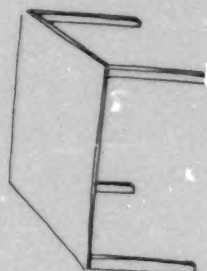
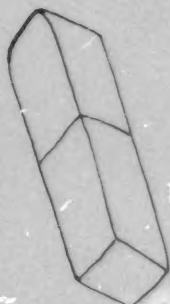
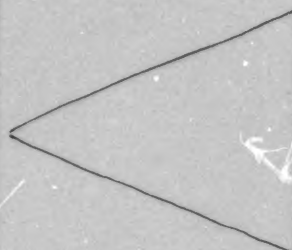
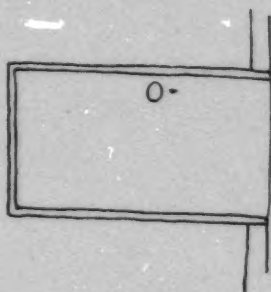
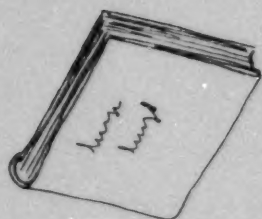
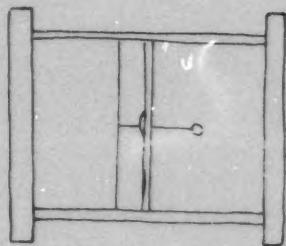
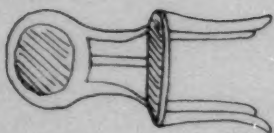
Cut them out and paste them on poster board.

Color the pictures with different colors, corresponding with the objectives of the lesson.

To prepare the player's cards:

Cut poster board cards to fit 3 pictures by 3 pictures.

Paste a different selection of nine pictures on each card.
Note that you get variety by using different colors.



PART TWENTY-SEVEN
REVIEW OF LESSON SIX

LANGUAGE PATTERNS

¿Con quién vives?

Vivo con mi

mamá. papá. hermano. hermana. tío. tía. abuelito. abuelita.
--

MATERIALS

Drawing paper.

Crayolas.

Pencils.

PROCEDURE

1. Pass out a sheet of drawing paper for each child to draw a person they live with. Say:

En esta hoja de papel, dibujen a una persona de la familia que vive con ustedes.

Translate as necessary. Also, draw a member of your own family that you live with.

2. After all the children have drawn their picture, show your drawing and say:

Vivo con mi mamá.

Josie, ¿con quién vives?

Help Josie answer:

Vivo con mi _____.

Ask each child.

3. Pass out another drawing sheet to each child. Have them draw another person they live with. When they finish their drawing, have them do a Chain Drill.
4. The drawings can be stapled together with the cover to read VIVO CON _____, and captions on each child's drawing can read, "mi hermano," "mi hermana," etc. Help the children with their captions by making models for them or by printing "ghost letters."

EVALUATION

Record the children's performance on step 2.

LESSON TWENTY-SEVEN

LANGUAGE PATTERNS

Yo soy _____.

Tengo _____ años.

Tengo _____ hermanos.

Tengo _____ hermanas.

MATERIALS

A two-sided circular "identity disc" for each child, about four inches in diameter, with a hole punched in the top, made from something firm and which they can write on.

Tape or ribbon for each disc.

Prepare your own disc. Write the language patterns on one side, with your own name, etc., filled in. Draw a picture of your face at the top. On the reverse side, either draw a picture of yourself or decorate it in some way.

PROCEDURE

1. Show the children your disc. Read the words to them and have them repeat after you.
2. Distribute a disc to each child. Help them make their own.
3. Have each child read you his disc.
4. Provide something to make a loop, so that the children can wear their discs, or hang them up for display.

EVALUATION

Record the children's performance on step 3.

PART TWENTY-EIGHT
REVIEW OF LESSON TWENTY-FOUR

LANGUAGE PATTERNS

Le ayudo a mamá a

cocinar.
planchar.
coser.
componer el carro.

Le ayudo a papá a

cortar el zacate.
lavar el carro.
limpiar el solar.
lavar las ventanas.

¿En qué le ayudas a tu

mamá?
papá?

MATERIALS

Several dittos of each verb picture (pages 198-205).

PROCEDURE

Note: You do not need to review all the verbs in one session.

1. Show each picture using the language patterns. Have the group repeat after you.
2. Point to each picture and ask:

¿Qué dice?

Help the children reply:

Le ayudo a mamá a _____.

Ask individuals at times as well.

3. Place the pictures on the table in stacks, face up. Have one child at a time choose a picture and say what the picture shows. As she takes the picture, say:

Letty, ¿en qué le ayudas a tu

mamá?
papá?

The child keeps the picture if she said what the picture shows.

4. Have the children color their pictures and write in the captions.

Staple all the pictures into a book.

EVALUATION

Record the children's performance on step 3.

LESSON TWENTY-EIGHT

OBJECTIVES

The children will learn this song:

El lunes antes de almorzar
A una niña fui a visitar
Y ella no podía jugar
Porque tenía que lavar.

Así lavaba, así, así,
Así lavaba, así, así,
Así lavaba, así, así,
Así lavaba, que yo la vi.

El domingo antes de almorzar
A una niña fui a visitar
Y ella sí podía jugar.
Y ella sí podía jugar.

Así jugaba, así, así,
Así jugaba, así, así,
Así jugaba, así, así,
Así jugaba, que yo la vi.

El martes - planchar
El miércoles - barrer
El jueves - trapear
El viernes - coser
El sábado - cocinar

They will be able to answer this question:

¿Qué estoy haciendo?

by using the present participle of the verbs in the song:

lavando	trapeando
planchando	cosiendo
barriendo	cocinando

MATERIALS

Chart with these verses printed on it.

PROCEDURE

1. Say:

Vamos a aprender unas palabras más y ustedes
van a hacer lo que estoy haciendo.

Mime the different action words; lavar (to wash clothes),
planchar (to iron), barrer (to sweep), trapear (to mop),
coser (to sew), cocinar (to cook).

2. Read one verse at a time. Have the children repeat line by line after you. Translate if necessary.
3. Divide the class into six groups, each one with a verse to pantomime. The whole group sings the first verse; the acting group sings the action verse, Así lavaba, etc., with accompanying actions.
4. After the children have learned the words, work with a small group. Do the washing action. Ask:

¿Qué estoy haciendo?

Say:

Lavando.

Ask the group:

¿Qué estoy haciendo?

Have them reply:

Lavando.

Continue throughout the action verbs. Have the children act as questioners.

EVALUATION

Note how well individual children do on step 4.

PART TWENTY-NINE
REVIEW OF LESSONS 22a, 22b, 22c

LANGUAGE PATTERNS

¿Qué dice

el niño?
la niña?

En las mañanas

me levanto.
desayuno.
me voy a la escuela.

En la escuela

leo mi libro.
juego con mi amiga.
escribo las letras.

En las tardes

le ayudo a mamá.
ando en bicicleta.
voy a la tienda.

¿Qué haces en

las mañanas?
la escuela?
las tardes?

MATERIALS

Use pictures for lessons 22a, 22b, and 22c, pages 180-190.

Crayolas.

PROCEDURE

1. Show the group one picture at a time. Read the captions and ask:

¿Qué dice

el niño?
la niña?

Assist the children with their responses.

Ask individually:

¿Qué haces en

las mañanas?
la escuela?
las tardes?

Assist the children with their responses.

2. Do a Chain Drill.

3. Have the children draw what they do in the morning, at school, and in the afternoon. Assist them with writing their captions.

EVALUATION

Record the children's performance on step 2.

LESSON TWENTY-NINE

LANGUAGE PATTERNS

En las mañanas le ayudo a mamá a lavar los platos.
barrer el piso.
limpiar la mesa.

En la escuela le ayudo a la maestra a limpiar el
pizarrón.
arreglar los
libros.
sacar punta a
los lápices.

En las tardes le ayudo a mamá a hacer la cena.
limpiar la estufa.

MATERIALS

Eight pictures, one illustrating each action described above.

PROCEDURE

Note: You could teach each pattern separately:

"En las mañanas _____," steps 1-5, then

"En la escuela _____," steps 1-5, etc.

1. Hold up picture 1 and say:

En las mañanas le ayudo a mamá a lavar los platos.

Have the children repeat after you. Do the same with the other two morning pictures.

2. Place the three pictures face down; say:

Ustedes van a decirme lo que está haciendo
el muchacho/la muchacha en este dibujo.

Have the group all say together:

En las mañanas _____.

Then turn up a picture and have the group complete the sentence. Help them if necessary.

You could also choose an individual child before you turn up the picture, and have that child try to complete the sentence.

3. Do the same for the other two sets of pictures.
4. At another session, review the language for each picture briefly. Distribute two or three pictures to each child. Have individual children tell you the language for each picture. Let the children keep copies of their pictures to color as soon as they know the language.
5. Make a chart which displays all the pictures, nicely colored. Point to one picture at a time and have the group say:

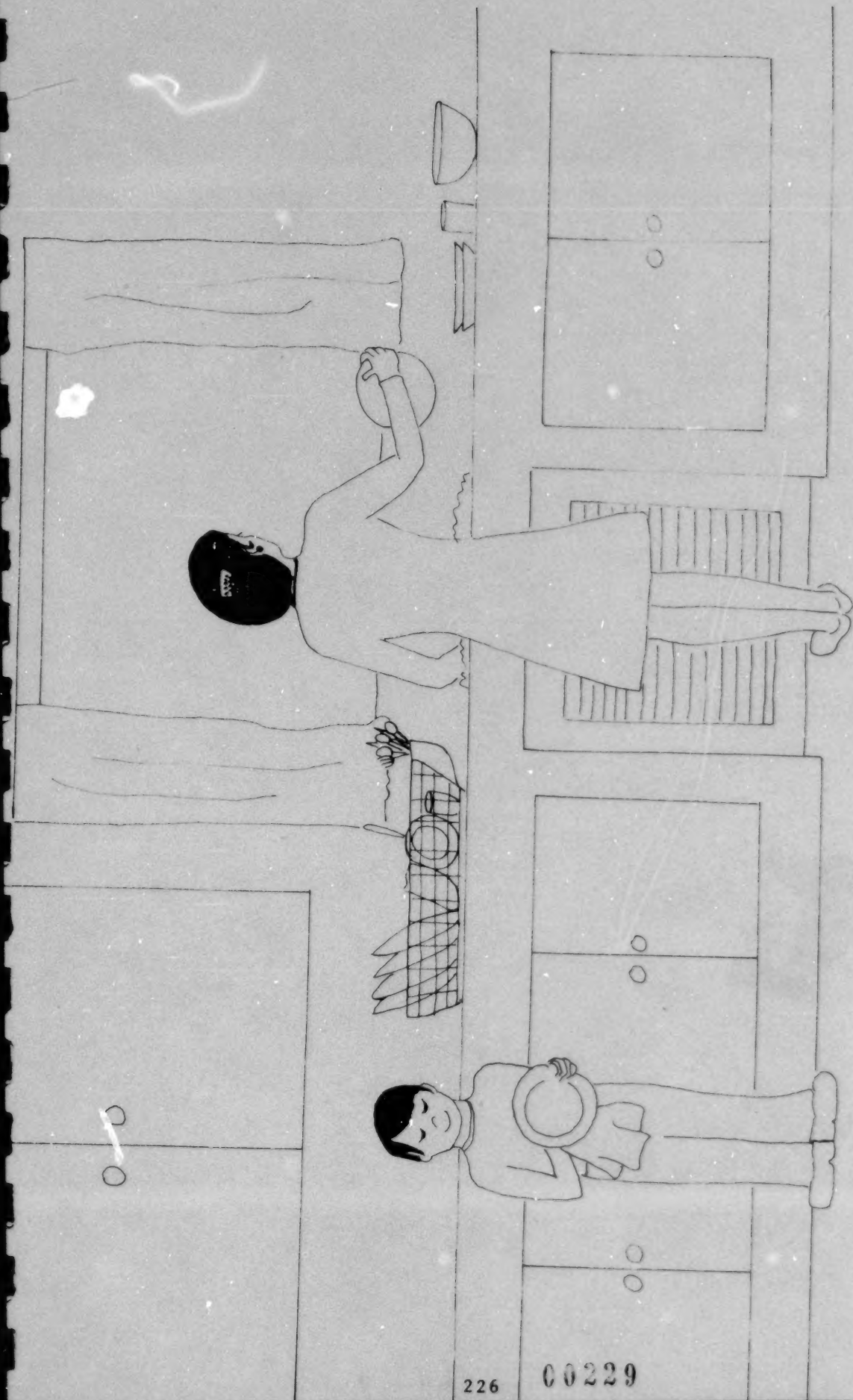
En este cartelón voy a enseñarles un dibujo
y ustedes van a decirme lo que es.

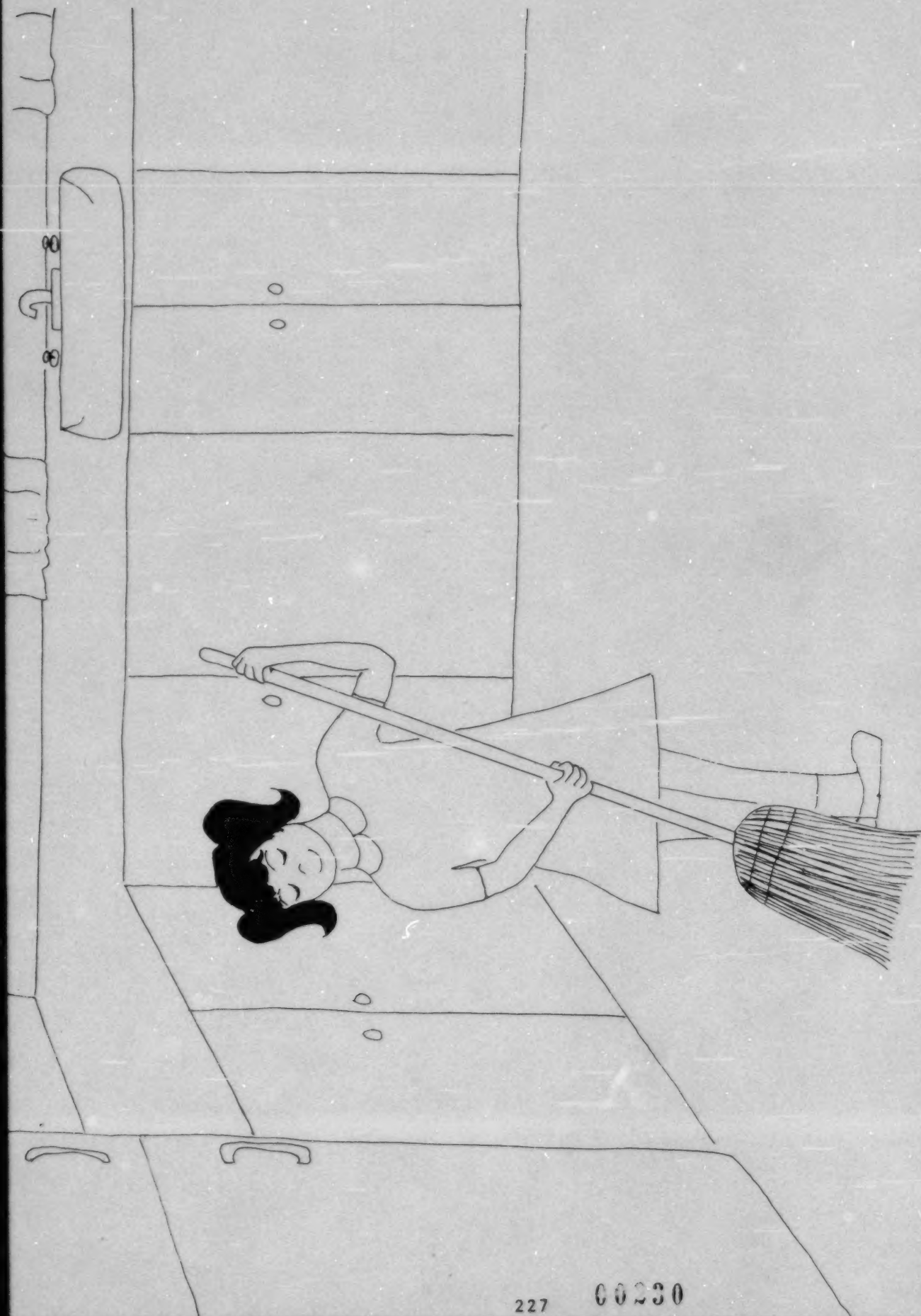
limpiar la mesa

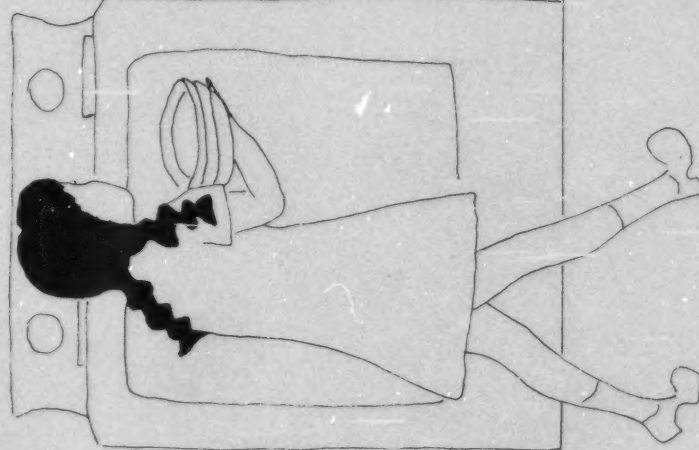
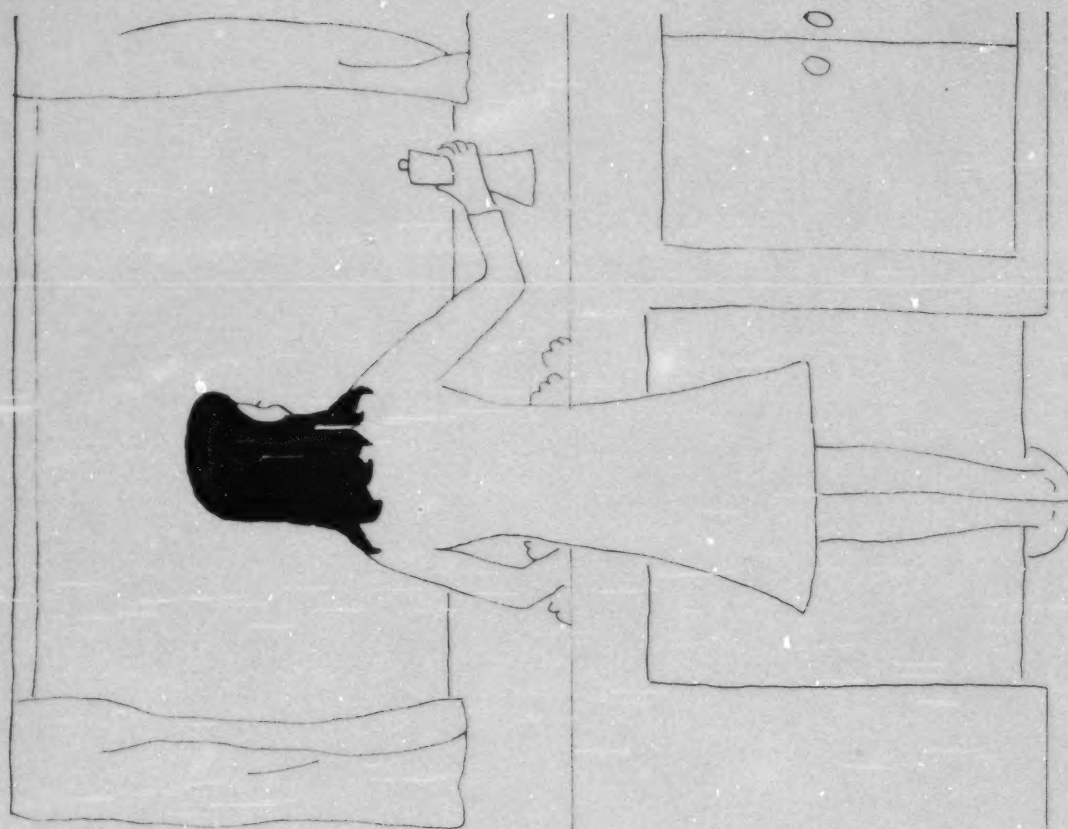
sacar punta a los lápices, etc.

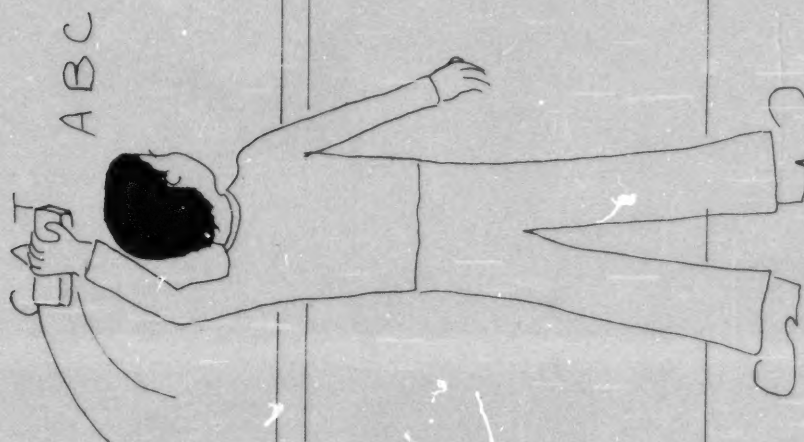
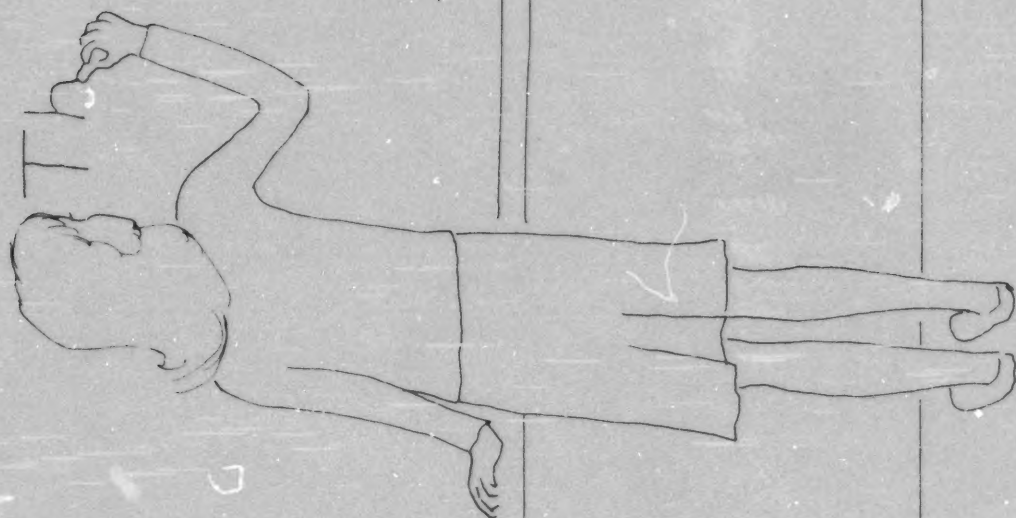
EVALUATION

Record the children's performance on step 2.

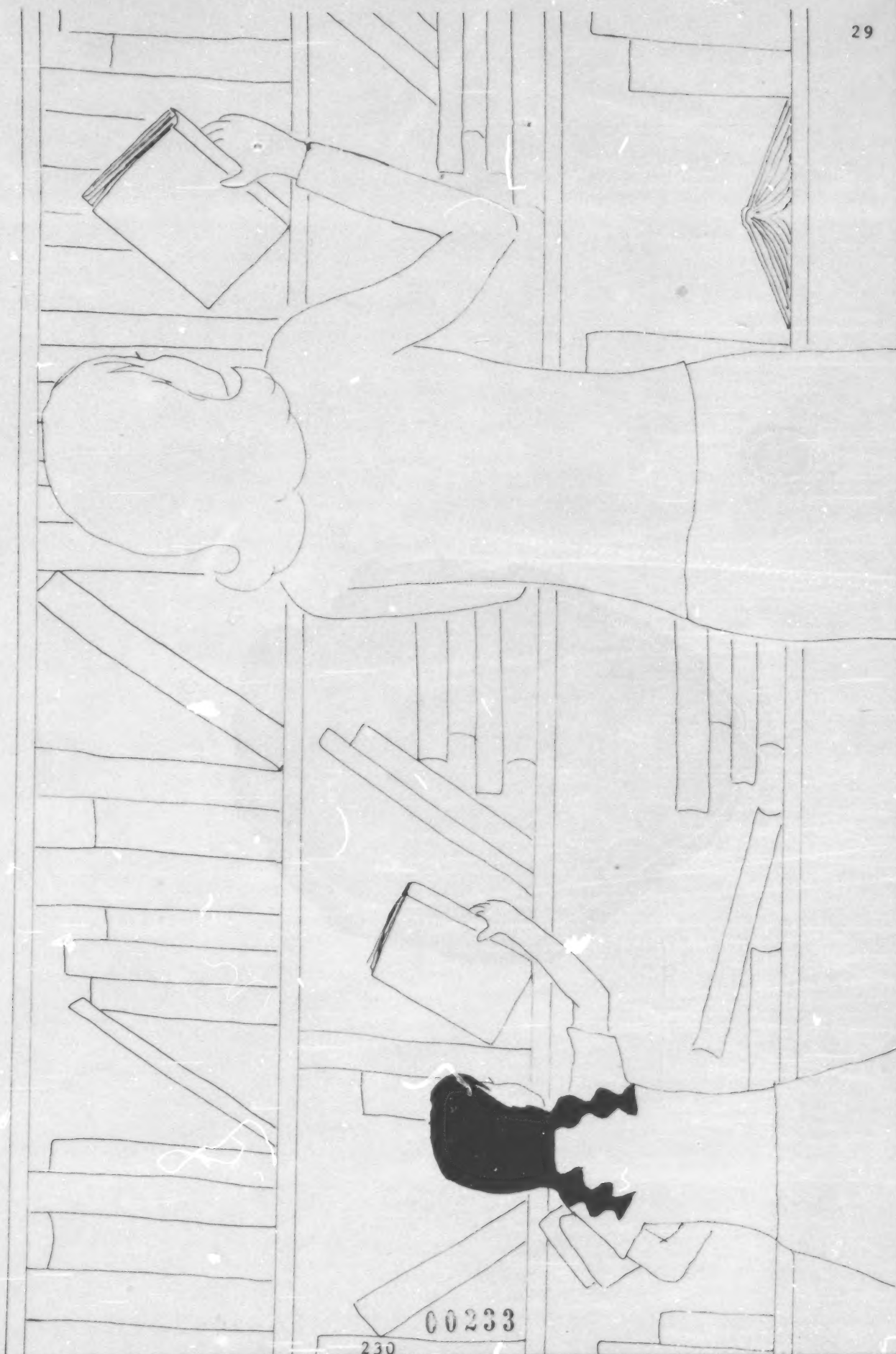








ABC

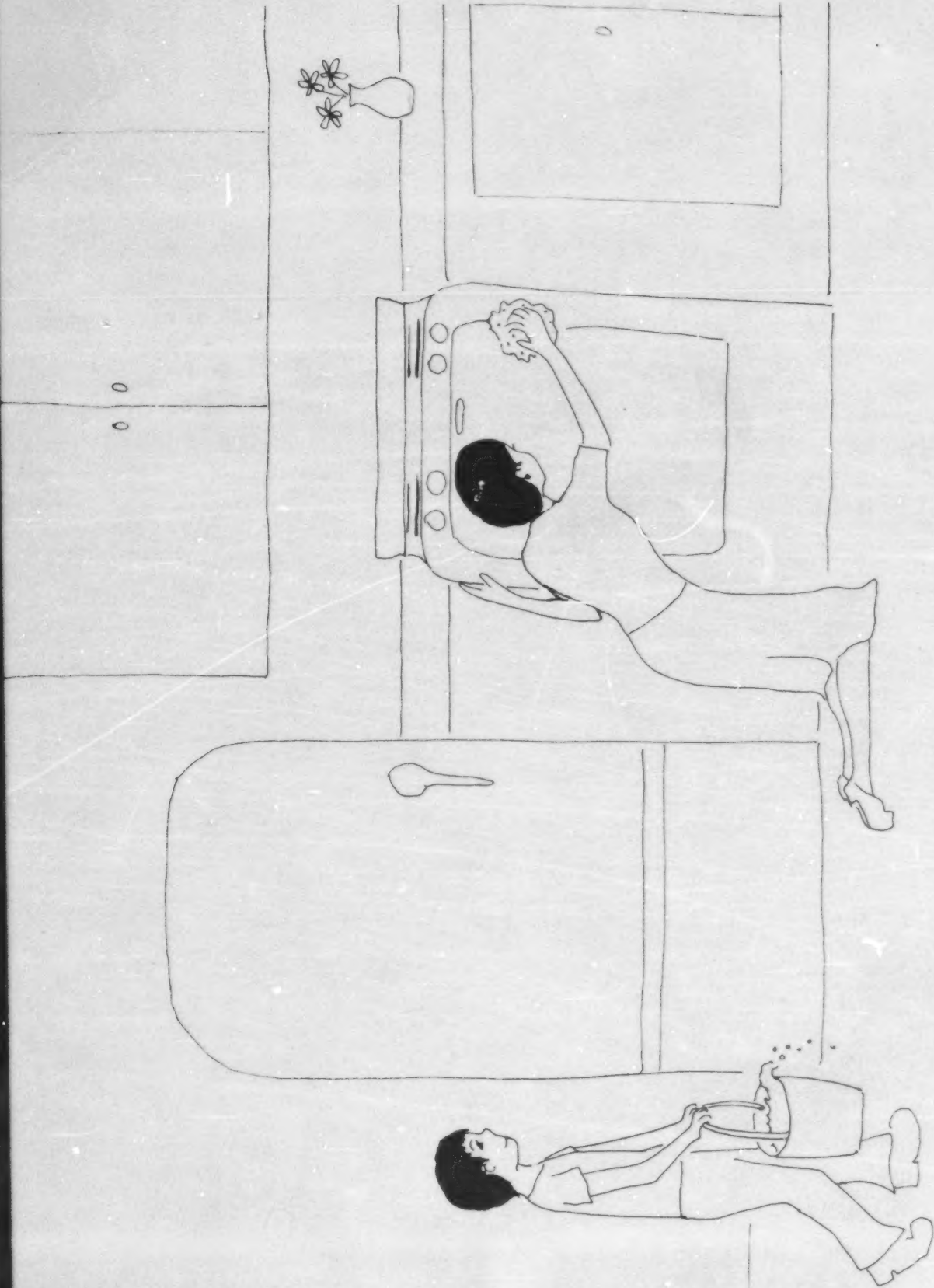


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PART THIRTY
REVIEW OF LESSON SIXTEEN

LANGUAGE PATTERNS

Me gusta	jugar con la pelota. brincar. dibujar. pintar.
----------	---

MATERIALS

Use action pictures as for Lesson 16.

Jump rope.

Crayolas.

Paint brush.

Ball.

PROCEDURE

1. Have the group in a circle, and stand in the center. The children should watch how you mime actions. Mime an action, and say:

Me gusta _____.

Then direct the group to do the same action and say the sentence with you.

2. This time call out a sentence and have the group mime and say it for you. Have individuals perform.
3. Make a class "Me gusta" book. Let the children draw a picture to illustrate things they like to do which have already been presented. Assist them with the captions. Let them color them. Place all of their pictures in a class "Me gusta" book for the reading center.

EVALUATION

Record the children's performance on step 2.

LESSON THIRTY

LANGUAGE PATTERNS

Mario tiene mucha ropa nueva.

Mario se pone

su camisa blanca.
sus pantalones azules.
sus calcetines blancos.
sus zapatos negros.
su faja/cinturón café.
su chaqueta azul.

¡Es su cumpleaños!

¿Qué tiene Mario?

¿Qué se pone Mario?

Muéstrame
Muéstrenme

la camisa blanca de Mario.

MATERIALS

A "Mario" doll.

Cutouts of clothes mentioned in the language patterns,
a set for yourself and a set for each child.

Crayolas.

Felt cutouts for the flannel board.

PROCEDURE

1. Introduce the character Mario. Say:

Este es Mario.

Mario tiene mucha ropa nueva.

¿Qué tiene Mario? (Translate)

Teacher/children: Mario tiene mucha ropa nueva.

Repeat the question and the reply.

2. Dress Mario as you mention each item. Say:

Mario se pone su camisa blanca.

¿Qué se pone Mario? (Translate if necessary.)

Teacher/children: Mario se pone su camisa blanca.

Teacher: Mario se pone sus pantalones azules.

¿Qué se pone Mario?

Teacher/children: Mario se pone sus pantalones azules.

(Alternative reply: Sus pantalones azules.)

Continue in this manner until all of the cutouts have been used. Then say:

Es su cumpleaños.

Teacher/children: Es su cumpleaños.

2. Question the children, or have them question each other, and have them hold up articles of clothing as they reply:

María, muéstrame Muéstrenme

la camisa blanca de Mario.

Children:

Aquí está.

or

Aquí está la camisa blanca de Mario.

3. Children can take your place in telling Mario's story, or they can tell it to their friends as they dress their dolls.
4. Have the children color the cutouts to take home.
5. Have the children make up their own books about Mario; add one article of clothing per page.

6. Play "El Lobo":

Choose one child to be the wolf and have him hide in a corner. Have the other children join hands and walk around in a circle as they say:

Jugaremos en la huerta
Mientras que el lobo no está,
Porque si el lobo aparece
A todos nos comera.

Explain the meaning to the children.

Have them stop and call out:

Lobo, estás ahí?

Have the "lobo" reply, in a threatening voice:

Sí, pero me estoy levantando.

Have the group resume their turning and saying the first verse. Again, they pause and call to the wolf. He replies:

Sí, pero me estoy vistiendo.

The group continues to turn and call out to the wolf. (He can give all of these replies, BUT he can also choose to prolong the agony by saying:

Sí, pero me estoy poniendo mi camisa otra vez,

or, he can come before he has put on all his clothes.) These are the replies he can give:

Sí, pero me estoy poniendo la camisa.

Sí, pero me estoy poniendo los pantalones.

Sí, pero me estoy poniendo los calcetines.

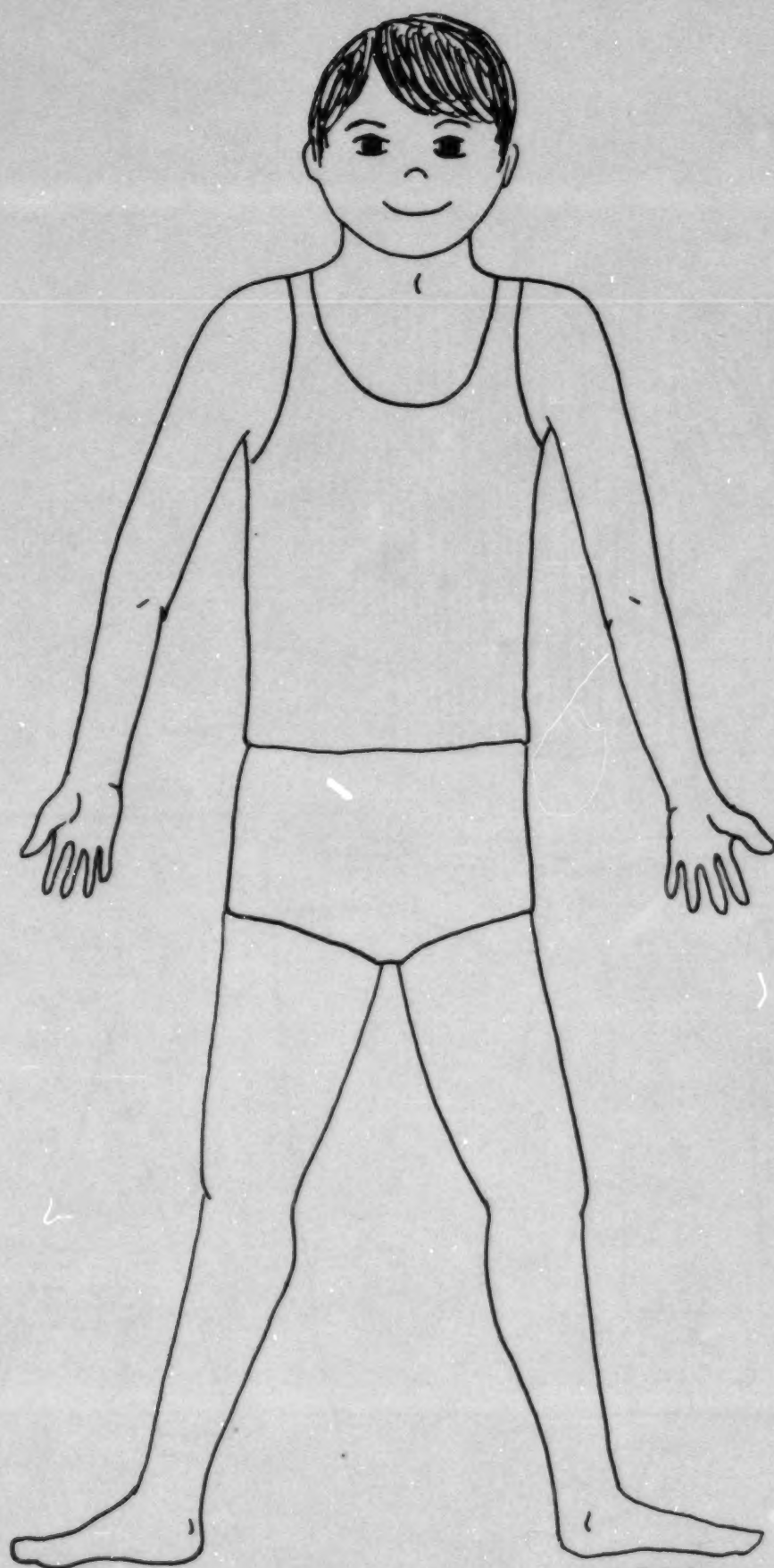
Sí, pero me estoy poniendo los zapatos.

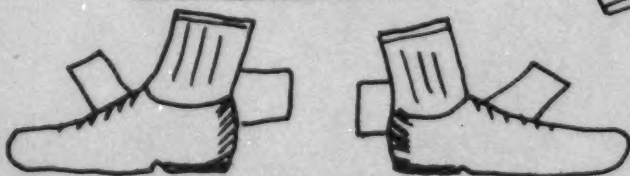
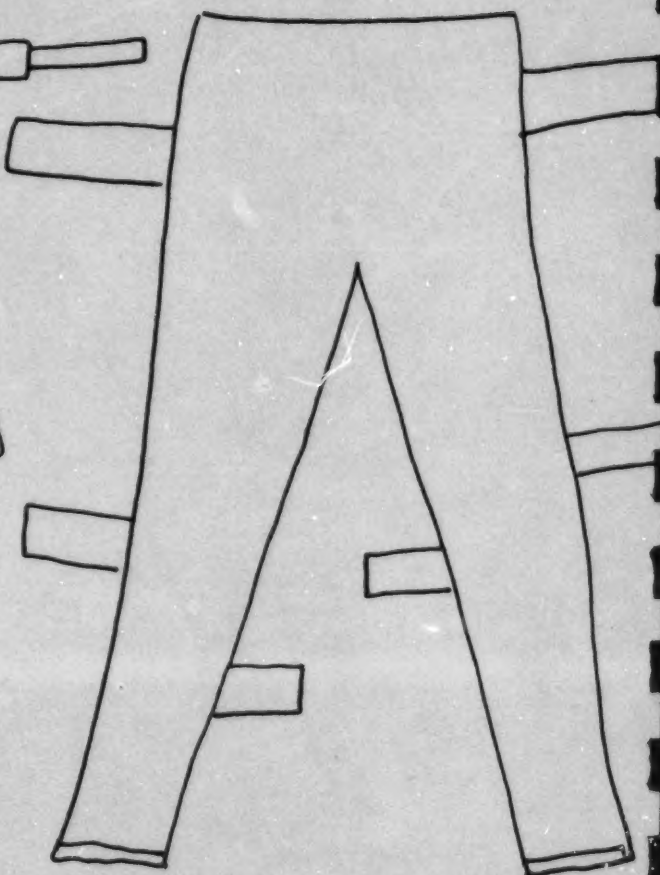
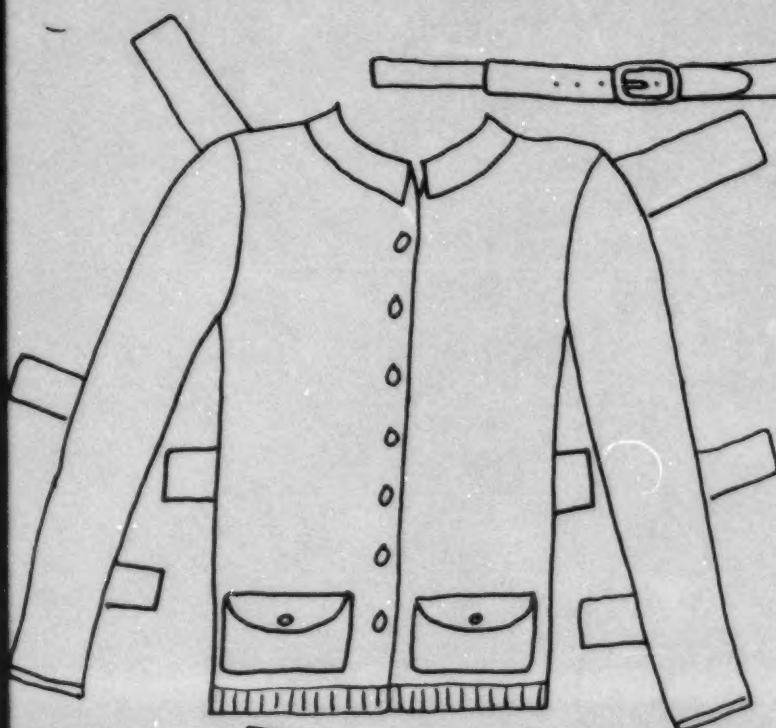
At his last cry: Sí, aquí estoy, y me los voy a comer a todos! he rushes out and tries to catch a child.

The child who is caught can become the next wolf.

EVALUATION

Record the children's performance on steps 2 and 3.





PART THIRTY-ONE
REVIEW OF LESSON TWENTY

LANGUAGE PATTERNS

En el desayuno comemos

huevos con chorizo. cereal. pan con mantequilla.
--

En la comida comemos

arroz con pollo. pescado. carne guisada.
--

En la cena comemos

tacos. hamburguesas. sopa de fideo.

¿Qué comemos en

el desayuno? la comida? la cena?
--

MATERIALS

Pictures from magazines, etc., of all the foods mentioned, foods which are Mexican, Puerto Rican etc.*

Old magazines for the children to search for pictures of foods that are eaten for breakfast, lunch, and dinner.

A chart with pictures of the foods listed above.

PROCEDURE

1. Use the chart. Say:

En el desayuno comemos huevos con chorizo.

¿Qué comemos en el desayuno?

Teacher/children: Huevos con chorizo.

Children: Huevos con chorizo.

* according to the community in which you teach.

Teacher: ¿Qué comemos en el desayuno?

Teacher/children: Pan con mantequilla.

Children: Pan con mantequilla.

Teacher: ¿Qué comemos en el desayuno?

Teacher/children: Cereal.

Children: Cereal.

Continue in this manner with the rest of the meals.

2. Have the children cut out pictures of foods from magazines for their own "desayuno, comida y cena" booklet. Say:

Busquen en estos magazines ilustraciones de alimentos para el desayuno.

Assist them with captions. Have individual children read their books to the class or group. Place their booklets on display in the library corner.

3. One group can also make up a foods display on the bulletin board with magazine cutouts.

Note: Have detachable labels for the food pictures, either on the chart or on the bulletin board. Have the children, in pairs or individually, place the labels correctly. This can be done easily if you keep the labels in a pocket near the chart.

EVALUATION

Record the performance of individual children on step 1.

LESSON THIRTY-ONE

LANGUAGE PATTERNS

Esta caja está más

liviana.
pesada.

¿Cuál está más

pesada?
liviana?

Esto es más

pesado.
liviano.

MATERIALS

Boxes of the same size.

Light fillings: shredded paper, styrofoam pieces, etc.

Heavy fillings: sand (in plastic bags), stones, etc.

Pairs of pictures to illustrate the weight contrast: balloon, rock, etc.

PROCEDURE

1. Give a child a heavy and a light box. Have him lift them up to feel their weights. Point to them and say:

Esta caja está más liviana.

Esta caja está más pesada.

2. Let each child have a turn.
3. Give a child two more boxes; ask:

¿Cuál está más pesada?

Let the child judge by feeling their weights. Help him say:

Esta caja está más pesada.

4. Have the next child close his eyes when you place the boxes in front of him. Ask him the same question.

5. Repeat the process, asking this question:

¿Cuál está más liviana?

6. Show pairs of pictures which illustrate the concept: an elephant and a mouse, a balloon and a rock, a car and a bicycle, etc. Hold up a pair at a time and ask:

¿Cuál está más

pesada/o?
liviana/o?

Take care they do not confuse size with weight; use good pictures.

Help them answer:

Esto
Esta

 es más

pesada/o?
liviana/o?

7. Have the children make pesado/liviano drawings, one on each half of their drawing paper. Help them label their drawing.

EVALUATION

Record the children's performance on steps 3 and 5.

PART THIRTY-TWO
REVIEW OF LESSON TWELVE

LANGUAGE PATTERNS

Me toco el

brazo.
tronco.
pie.

Me toco la

cabeza.
mano.
pierna.

Me toco los

brazos.
pies.

Me toco las

manos.
piernas.

¿Qué estoy tocando?

(La cabeza)

MATERIALS

None

PROCEDURE

1. Tell the children:

Hoy vamos a repasar las partes del cuerpo.

Translate if necessary.

2. Ask the children, as you touch your head:

¿Qué estoy tocando?

Translate if necessary. Direct them to answer:

La cabeza.

Continue for all the parts of the body named in the lesson. Change places with the children, giving them turns to ask the question.

3. Play "Simón Dice." Tell the children, translating your instructions as necessary.

Vamos a jugar "Simón Dice." Si yo digo,
"Simón dice: tóquense la cabeza," ustedes
se tocan la cabeza. Si no digo, "Simón dice"
no se deben tocar la cabeza. Si se la tocan,
tienen que salir del juego. Si yo digo,
"Simón dice: tóquense la cabeza," y ustedes
no se la tocan o se tocan la mano o el pie,
tienen que salir del juego. El último
que queda, gana.

Demonstrate a few times before you begin the game.
Be careful not to demonstrate the actions; the
children have to listen and understand.

EVALUATION

Record each child's performance on step 2.

LESSON THIRTY-TWO

LANGUAGE PATTERNS

Ésta es la

cara.
frente.
nariz.
boca.
ceja.
lengua.

Éste es el pelo.

Éstas son las

orejas.
pestañas.
cejas.

Éstos son los

ojos.
dientes.
labios.

¿Qué es?

¿Qué son?

Muéstrame
Muestrénme

el
la

_____.

Dibujen

el
la
los
las

_____.

MATERIALS

One worksheet, page 249, for each child.

Picture of face, page 248, for yourself.

Note: In Spanish we say "la cara," "la lengua," etc.

In English we say "My face," "my tongue," etc.

PROCEDURE

1. Tell the children:

Vamos a aprender las partes de la cabeza y
de la cara.

Translate if necessary. Point, touch your face,
or use the picture, page 248, and say:

Esta es la cara.

Have the children do the same and say:

Esta es la cara.

Repeat using a Repetition Drill for all the parts of the head and face.

2. Begin a Chain Drill. Point to your nose and say:

¿Qué es?

Translate if necessary. Say:

La nariz.

Repeat the question and have the children reply. Continue for all parts of the head named in the lesson. Have the children participate in a Chain Drill.

3. Distribute the worksheet, page 249. Have the children draw in the features as you dictate them, one thing at a time:

Dibujen los ojos, etc.

4. Ask the children, one at a time:

Muéstrame la _____. (Translate if necessary.)

They should point to the feature on their face and say:

Este	es	el	_____	Estos	son	los	_____
Esta		la		Estas		las	

5. Game: Simón Dice.

Have the children form a semi-circle with a leader facing the group. The leader says:

Simón dice: tóquense la nariz.

The children are to touch their noses and say:

la nariz.

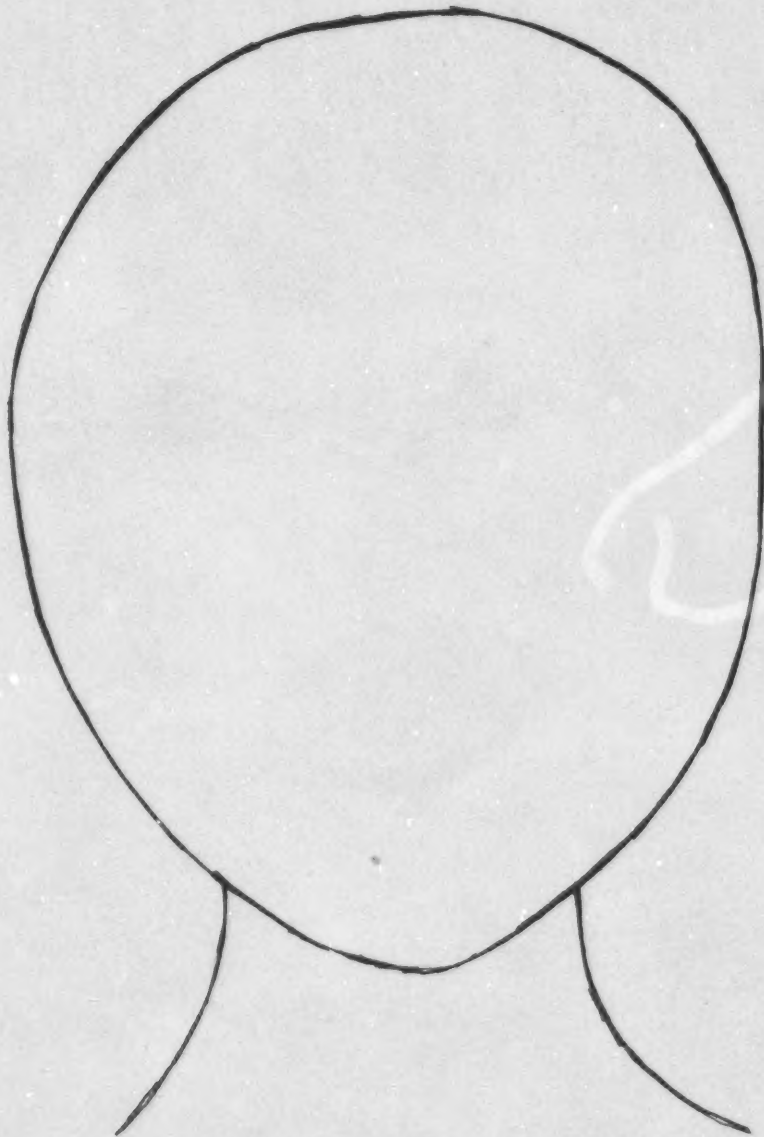
If the leader does not say "Simón dice," the children should not touch their noses nor repeat the phrase. If they do, or if they touch the wrong feature, they are out of the game.

EVALUATION

Record the children's performance on step 4.



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PART THIRTY-THREE
REVIEW OF LESSON TWENTY-ONE

LANGUAGE PATTERNS

Es hora de

levantarse.
desayunar.
ir a la escuela.
salir al recreo.
ir a comer.
ir a casa.

¿Qué dice la

mamá?
maestra?

MATERIALS

The pictures for Lesson 21, pages 171-176.

PROCEDURE

1. Show the first picture. Point to the caption and read it, then have the children read it with you.
Ask:

¿Qué dice la mamá?

Help them reply:

La mamá dice: "Es hora de levantarse."

2. Continue in this way for all pictures.
3. See if the children remember what the key words represent. For example, say:

Desayuno: Es hora de desayunar.

Say:

Escuela.

Have the children say:

Es hora de ir a la escuela.

If children do not remember the words, help them.
Continue for all the patterns.

4. Play a game immediately following step 3.

Divide the group into two teams. Say the key word to a member of each team in turn. Each child has to give the complete statement for the key word given. For example:

Teacher/leader: Desayunar.

Child #1 Team A: Es hora de desayunar.

Leader: Levantar.

Child #1 Team B: Es hora de levantarse. (etc.)

A point is given to each team for each correct reply. The team with the most points at the end of the game wins.

EVALUATION

Record the children's performance on step 4.

LESSON THIRTY-THREE-A

LANGUAGE PATTERNS

¿Es un muchacho o una muchacha?

Es

un muchacho.
una muchacha.

¿De qué color

tengo
tiene

 los ojos: azules, verdes o cafés?

Tiene los ojos

azules.
verdes.
cafés.

¿Tiene el pelo largo o el pelo corto?

Tiene el pelo

largo.
corto.

MATERIALS

A chart with these questions written on it.

A mirror.

PROCEDURE

1. Use a volunteer from the group.
2. Say:

¿Es un muchacho o una muchacha?

Translate if necessary. Help the group reply, either saying:

Es un muchacho.

or

Es una muchacha.

Repeat the question:

¿Es un muchacho o una muchacha?

Have the children reply without your assistance.

3. Indicate individual children and ask the group:

¿Es un muchacho o una muchacha?

4. Point to your eyes. Say:

Tengo los ojos

verdes.
azules.
café.

Ask:

¿De qué color tengo los ojos?

Help the children reply:

Verdes.

Have individual children ask:

¿De qué color tengo los ojos?

(Have a mirror available.) Indicate a child and ask the group:

¿De qué color tiene los ojos?

5. Point to two or three children whose hair is clearly long. Say:

Barbara, Anita y Joan tienen el pelo largo.

Point to two or three children whose hair is clearly short. Say:

Joe, Mary y Sam tienen el pelo corto.

Indicate a long-haired child. Ask:

¿Tiene el pelo largo o el pelo corto?

Help the group reply:

Tiene el pelo largo.

Continue drilling in this manner.

6. Choose a child. Ask the group:

Díganme tres cosas sobre Mary.

Translate if necessary. Help them say:

Mary es una muchacha.

Mary tiene los ojos _____.

Tiene el pelo _____.

7. Continue thus, and have some individuals reply.

EVALUATION

Record the children's performance on number 6.

LESSON THIRTY-THREE-B

LANGUAGE PATTERNS

¿De qué color tiene el pelo _____?

Tiene el pelo

rubio.
café.
negro.

¿Trae puesto un sueter azul?

MATERIALS

None

PROCEDURE

1. Chose three children, one with black hair, one with brown hair, one blonde. Say:

Joan tiene el pelo negro.

Sam tiene el pelo café.

Joe tiene el pelo rubio.

Ask:

¿De qué color tiene el pelo _____?

Help them reply:

Tiene el pelo _____.

Continue until the group answers well.

2. Say:

Estoy pensando en alguien que está en este grupo.
I'm thinking of someone on this group.

Ustedes tienen que preguntarme que trae puesto,
para saber quién es.
You have to ask me what the person is wearing
to find out who it is.

Yo puedo contestarles nada más sí o no.
I can only say yes or no.

Bueno, pregúntame, John, si esa persona trae puesto un suéter azul.

Ask me, John, if the person is wearing a blue sweater.

Have John ask:

¿Trae puesto un suéter azul?

Say:

No.

Encourage another child to ask about another article or clothing. Help as much as is necessary for them to get the idea. Give non-verbal clues to encourage them.

3. This could be a new session. Say:

Estoy pensando en alguien que tiene los ojos verdes, el pelo corto y rubio. Es una muchacha y trae puesto una falda roja. ¿Quién es?

Continue in this way, describing children in the group.

4. Help a volunteer describe someone in this way.
5. Play this game from time to time on subsequent occasions.
6. Play "Adivina Quién Es."

Have the children sit in a group where they can see the chart. The guesser stands in front with his back to the group. Say:

_____, párate aquí viendo para allá (say this as you position the child).

Y tú, _____, aquí, viendo para allá.

The person to be identified stands behind him. With your help at first, the guesser will ask the group the questions in the objectives. Help the group with replies at first.

Note: Make sure that the person that is to be identified is not selected until the guesser's back is to the group.

EVALUATION

Record the children's performance on Lesson A, step 6; Lesson B, steps 4, 6.

PART THIRTY-FOUR
REVIEW OF LESSON TWENTY-THREE

LANGUAGE PATTERNS

El	sabe	nadar.
Ella		brincar.
		marchar.
		cocinar.
		escribir.
		leer.

¿Sabes	nadar?
	brincar?
	marchar?
	cocinar?
	escribir?
	leer?

Sí, yo sé _____.

No, yo no sé _____.

MATERIALS

Pictures from magazines as for Lesson 23.

PROCEDURE

1. Show one picture at a time. Say:

El	sabe nadar.
Ella	

Have the children repeat after you.

2. Say:

Yo sé nadar.

Ask anyone in the group:

Jerry, ¿sabes nadar?

Jerry will reply:

Sí, yo sé nadar.

or

No, yo no sé nadar.

Assist the children when they hesitate. Do the same for all the pictures.

3. Have the children make their own "Sí, yo sé" and "No, yo no sé" booklets. Have them draw their own pictures for the verbs already learned. Assist them with the captions. The captions will depend on the experiences of each child.

Children can staple all their pictures and place them in colored construction paper covers which read:

No, yo no sé

Sí, yo sé

The children can draw on their covers. Place the booklets on display for a while, then have the children take them home.

EVALUATION

Record the children's performance on step 2.

LESSON THIRTY-FOUR

LANGUAGE PATTERNS

¿Qué está haciendo

el
la

 _____?

Está _____.

¿Qué estoy haciendo?

Estás _____.

Suggested action verbs:

leyendo
corriendo
comiendo
escribiendo

MATERIALS

Pictures of these actions.

Magazines for the children to find action pictures.

Encourage them to find pictures for all the verbs they know in Spanish.

PROCEDURE

Note: Include verbs from Lesson 28 if you wish.

1. Present a picture. Say:

¿Qué está haciendo

el
la

 _____?

Translate if necessary.

Teacher: Está _____.

¿Qué está haciendo

el
la

 _____?

Teacher/children: Está corriendo.

Continue in this way with the rest of the action pictures.

2. Have volunteer children take your place in questioning.
3. Pantomime the actions presented. Say:

¿Que estoy haciendo? (Translate if necessary.)

Children, with assistance at first, say:

Esta leyendo.

Teacher: ¿Que estoy haciendo?

Teacher/children: Esta escribiendo. (etc.)

4. Children can take your place. Assist them with the question:

¿Que estoy haciendo?

Help the group reply:

Estás _____.

Note: Tell the children that we say "estás _____" when we talk to another child; "está _____" when we talk to an adult.

5. Have the children draw pictures to illustrate these verbs or cut out some and compile in booklet form.

Captions for each picture:

Esta _____.

Have individual children read their books to the group.

EVALUATION

Record the children's performance on numbers 1 and 3; ask individual children.

PART THIRTY-FIVE
REVIEW OF LESSONS ELEVEN AND SEVENTEEN

LANGUAGE PATTERNS

¿Dónde esta

el
la

 _____?

El
La

 _____ esta sobre

la
el

 _____.

El
La

 _____ esta

debajo
afuera
adentro

de la
del

 _____.

MATERIALS

Objects such as books, papers, pencils, and any other objects the children are familiar with.

Cardboard box (shoe box, Kleenex box, etc.).

PROCEDURE

(Refer to Reviews 11 and 25, pages 261 and 289.)

1. Place the objects on the table. Using one object at a time, say:

El lápiz está sobre la mesa.

After each sentence have the children repeat.

2. Ask:

¿Dónde esta el lápiz?

Assist the children with their replies.

Do the same for debajo de, placing the objects beneath the table.

3. Place the box on the table. Put an object inside the box and say:

La _____ está adentro de la caja.

Do the same with several objects. Have the child repeat each sentence after you.

4. Remove one object at a time from the box and place it on the table. Say:

El lápiz está afuera de la caja.

Have the children repeat.

5. Play a guessing game.

One child from the group is blindfolded, and has to guess where an object is: on, under, outside, or inside something. Another child places an object and the whole group asks the blindfolded child:

¿Dónde está

el
la

 _____?

The blindfolded child must ask:

¿Está adentro de la caja?

¿Está sobre la mesa? etc.

You might need to prompt the guesser:

¿Está afuera de la caja o adentro de la caja?

Let blindfolded child have three guesses.

EVALUATION

Record the children's performance on step 5.

LESSON THIRTY-FIVE

LANGUAGE PATTERNS

En la cocina hay

una estufa.
un lavatrastes.
un refrigerador.

En la sala hay

una lámpara.
una televisión.
un sillón.

En el baño hay

una tina.
un lavabo.
un excusado.

En la recámara hay

una cama.
un tocador.
un ropero.

En el comedor hay

un buffet.
un trastero.
unas sillas.
una mesa.

El
La

 —

va
no va

 en

el
la

 — .

¿Dónde va

el
la

 — ?

MATERIALS

Pictures of these things on a chart.

Magazine cutouts for the children's own booklet.

Crayolas.

PROCEDURE

1. Introduce the furniture of one room at a time.
Use the chart. Say:

En la cocina hay un refrigerador.

Children repeat.

Teacher: ¿Qué hay en la cocina? (Translate)

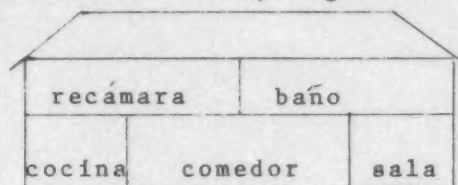
Teacher/children: Hay un refrigerador.

Repeat as often as necessary.

Note: Once the whole sentence has been completely repeated by the children, there is no need to reply to the question in a complete sentence. The lesson should lead to more natural speech.

Continue in the same manner as above with the rest of the language patterns.

2. Give each child a large sheet of paper. Have them divide the sheet into rooms, e.g..



Let them place cutout items of furniture in each room.
En los magazines, busquen muebles para sus baños.
Have them write or copy an accompanying piece of paper, saying:

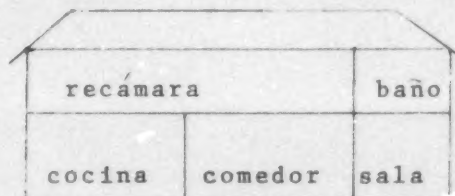
En la cocina hay _____.

Display their houses and writing.

3. Game: ¿Dónde va? This can be another session.

In this game the children place furniture in the right room.

Draw a big sized cross section of a two-story house.
For example:



Have pictures of all articles of furniture and pins.
Divide the group in two teams and number the team
members. Ask one team at a time:

¿Dónde va

la
el

 _____? (Translate)

The first person in the first team selects the right
picture, places it correctly. Instruct the child:

Pon

la
el

 _____ en

el
la

 _____.

The whole team then says:

El
La

 _____ va en

el
la

 _____.

The team receives a point.

If the first person makes a mistake, the first person
on the other team gets a turn with the same item.
Go on until someone can do it, or, if you prefer,
move to another item.

EVALUATION

Record the children's performance on step 3.

PART THIRTY-SIX
REVIEW OF LESSONS FOUR-A AND B

LANGUAGE PATTERNS

¿De qué color es

el
la

 _____?

El
La

 _____ es _____.

MATERIALS

Several sets of each object or picture cards of objects of different colors.

Prepare three cubes with magazine pictures of objects (see page 268).

PROCEDURE

1. Show an object or a picture and say:

El
La

 _____ es _____.

Then ask:

¿De qué color es

el
la

 _____?

Have the children reply. Assist them if they have difficulty in answering.

2. Ask individual children the same question as you show objects or picture cards of objects.
3. Game.

Place the three cubes under a basket.

The first child takes a cube without seeing it and places it on the table. The group asks:

¿De qué color es

el
la

 _____?

The child replies:

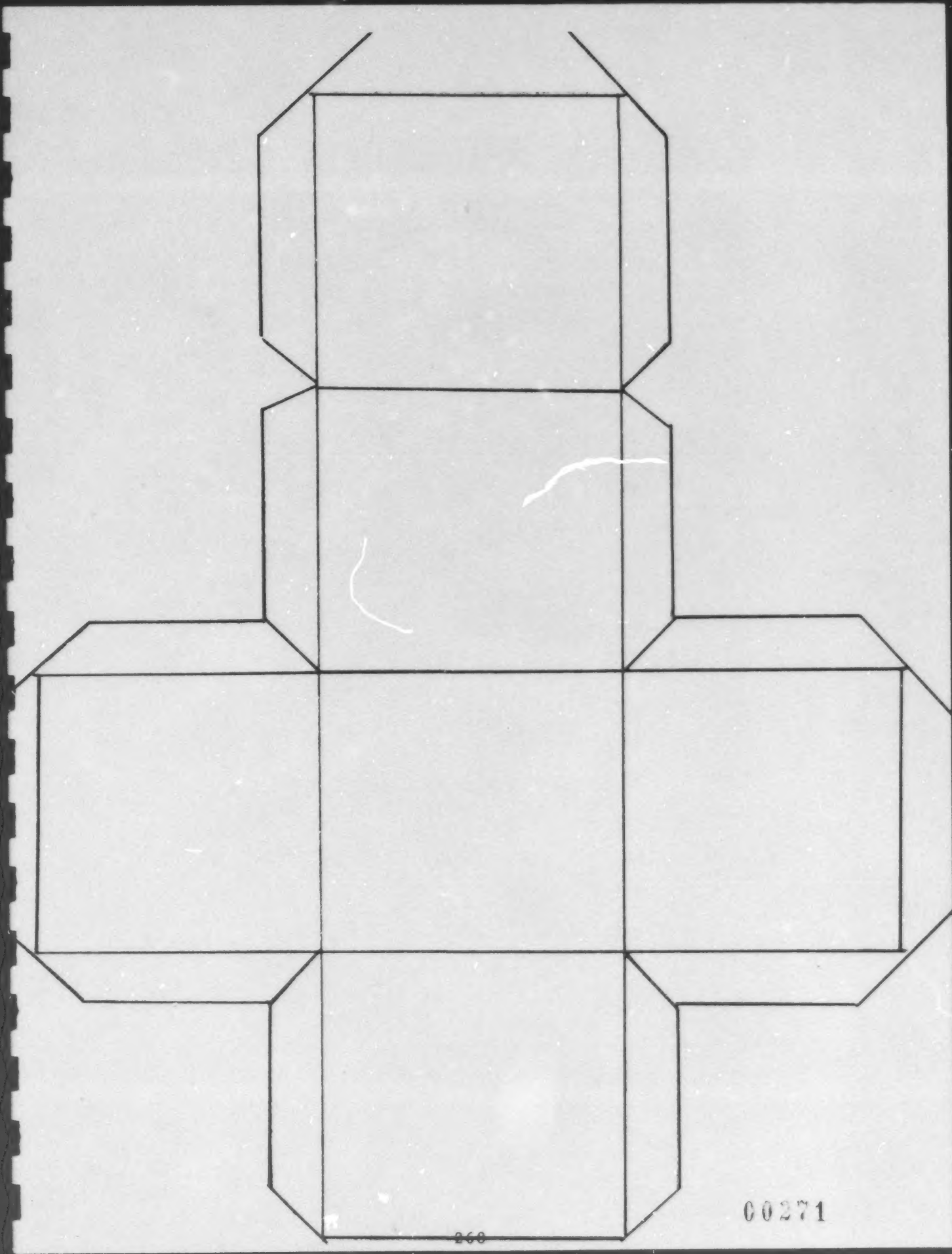
La
E1

 — es — .

He then takes the next two cubes, and answers the same question. A point is awarded for each correct answer.

EVALUATION

Record the children's performance on step 2.



LESSON THIRTY-SIX

LANGUAGE PATTERNS

Este

vaso
frasco

 está

vacío.
lleno.

¿Está

vacío?
lleno?

Sí, está
No, está

vacío.
lleno.

MATERIALS

A cup, a glass, a box, a jar, etc. Use objects that the children are familiar with.

PROCEDURE

1. Demonstrate an empty and full glass and jar. Say:

Este vaso esta vacío.

Este frasco esta vacío.

Este vaso esta lleno.

Este frasco está lleno.

Have the children repeat after you.

2. Point to the empty glass or jar and say:

Esta vacío.

Point to the full glass or jar and say:

Está lleno.

Do this several times. Have the children repeat after you.

Next, ask as you point to the full glass or jar:

¿Esta vacío?

Encourage the children to say:

No, esta lleno.

Ask, as you point to the empty jar:

¿Esta lleno?

Continue in the same way.

EVALUATION

Record individual children's performance on step 2.

PART THIRTY-SEVEN
REVIEW OF LESSON THIRTY-THREE

LANGUAGE PATTERNS

¿Es un muchacho o una muchacha?

¿De qué color tiene los ojos; azules, verdes, o cafés?

¿Tiene el pelo largo o el pelo corto?

¿De que color es el pelo?

Es	rubio.
	café.
	negro.

¿Trae puesto un suéter azul?

MATERIALS

A chart with these questions on it.

PROCEDURE

1. Use a volunteer from the group.
2. Refer to the chart and the volunteer. Say:

¿Es un muchacho o una muchacha?

Assist the children with answers. Refer to all the questions on the chart. Have another volunteer to be identified. Do the same.

3. Have another child volunteer. Say:

Díganme tres cosas sobre María.

Assist the children as much as necessary; for example, say:

María tiene el pelo largo.

María tiene los ojos verdes.

María tiene el pelo negro.

Have them repeat, etc. Select another volunteer and this time see if the children can tell you three things about the child on their own.

4. Play "Adivina Quién Es."

Have the children sit in a group where they can see the chart. The guesser stands in front with his back to the group. Say as you position the child:

_____, párate aquí viendo para allá.

Have the person to be identified stand behind him.

Y tú, _____, aquí, viendo para allá.

At first, help the guesser ask the group the questions in the objectives. Help the group with replies at first.

EVALUATION

Record the children's performance on step 3.

LESSON THIRTY-SEVEN

LANGUAGE PATTERNS

Chris
Marta

está

escribiendo con el lápiz.
jugando con la pelota.
cortando con las tijeras.
borrando con el borrador.
dibujando con las crayolas.
pintando con la brocha.

MATERIALS

The board game, mounted on poster board and covered with clear contact paper.

Tokens for moving on the board.

A die or number wheel with numbers up to 6.

PROCEDURE

1. Review the nouns lápiz, brocha, tijeras, borrador, crayolas, pelota.

Review: ¿Qué estoy haciendo? as you mime the action verbs.

2. Show Marta and Chris on the board. Say, pointing:

Ella se llama Marta.

Él se llama Chris.

3. Point to each picture in the game in turn. When you indicate an action picture, use the sentence which appears in the language pattern and mime action. When you indicate a picture of an object, simply say its name.

Have the children repeat after you, and have them mime the action.

4. Point to the pictures and see if the children can remember the language for each one. Help them if they can't.

5. Play the game. An ideal number would be between four and six players. The first player rolls the die and moves the appropriate number of squares. If he can say the language that goes with that square, he can remain. If he can't, he moves back one square. If he can't say that language either, he moves back one until he can. He many arrive back at the start, but he will get another turn.

Pairs of children could play.

The first one to reach the end wins.

Use some of these expressions when playing the game:

Avienta el dado. ¿Qué número tienes?

Allí quedate/¡Mala suerte! tienes

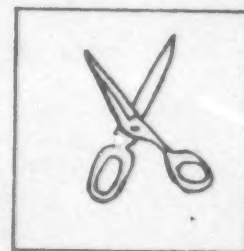
qué regresar un cuadrado. Ahora,

dime qué es. ¿Quién sigue?/¿A quién

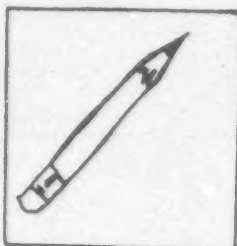
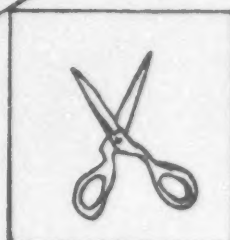
le toca?

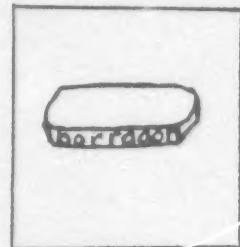
EVALUATION

Record the children's performance during the game.



Chris





Marta



PART THIRTY-EIGHT
REVIEW OF LESSON TWENTY-FOUR

LANGUAGE PATTERNS

Le ayudo a mamá a

cocinar.
planchar.
coser.
componer el carro.

Le ayudo a papá a

cortar el zacate.
lavar el carro.
limpiar el solar.
lavar las ventanas.

¿En qué le ayudas a tu

mamá?
papá?

MATERIALS

A picture to illustrate each verb (see pages 198-205).

A ditto of each picture for each child.

PROCEDURE

Note: You do not need to review all the verbs in one session.

1. Show each picture and use the language patterns.
Have the group repeat after you.
2. Point to each picture and ask.

¿Que dice?

Help the children reply:

Le ayudo a mamá a _____.

Ask individuals as well.

3. Place the pictures on the table in stacks, face up.
Have one child at a time choose a picture and say
what the picture shows. As she takes the picture, say:

Letty, ¿en qué le ayudas a tu

mamá?
papá?

The child keeps the picture if she can say what the picture shows.

4. Have the children color their pictures and write in the captions.

Staple all the pictures into a book.

EVALUATION

Record how the children perform on step 3.

LESSON THIRTY-EIGHT

LANGUAGE PATTERNS

¿Tienes

la esposa del
el hijo del
la hija del
el

carnicero?
dentista?
cartero?
lechero?
panadero?
bombero?
peluquero?
carpintero?
profesor?
marinero?
policía?

¿Tienes

el esposo de la
la hija de la
el hijo de la
la

artista?
juez?
doctora?

sí,

lo
la

 tengo.

No. Tienes que pescar.

MATERIALS

The card game.

A chart made from all the cards mounted on a piece of tagboard. Have it visible near where you play.

PREPARING THE CARDS FOR THE GAME "FAMILIAS"

1. Color the ditto sheets of cards. You can color-cue the families by making a border of the same color for every member of a family, or by coloring their clothes similarly.
2. Paste the ditto sheets firmly onto a stiff backing. Poster board is best.
3. Cut the cards; a paper cutter does the best job.

4. Cover the cards with clear contact paper.
5. Color another set of cards in exactly the same manner, with exactly the same colors, and paste them onto a tagboard chart.

PROCEDURE

This game is played like "Fish."

Help the children name the cards on the chart. To teach the game, have everyone play with their cards visible. Teach four children at a time. Later, up to 6 or 8 can play.

1. Deal 5 cards to each player, including yourself. Place the rest of the pack face down in the middle.
2. Show your hand. Say that you want to get all the members of a family together, so you are going to ask if anyone has a certain card.
3. Ask someone if they have a certain family member:

Monica, ¿tienes la esposa del panadero?

Tell Monica if she has the card, she must give it to you and say:

Sí,

lo
la

 tengo.

If she has not, she must say:

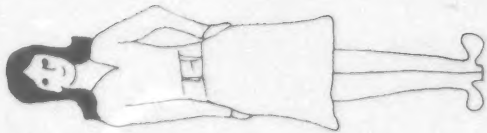
No. Tienes que pescar.

4. If she has the card, you can ask her or someone else, for any other card. You must have at least one member of the family you ask for in your hand before you ask. Continue to ask until you get a negative answer. It is then the next person's turn.
5. Help each child with his/her turn.
6. As soon as someone has a family, they place it on the table.
7. The first person to have no cards, either because they have got all families or because they have been asked for all their cards, goes "out," and the round is over.

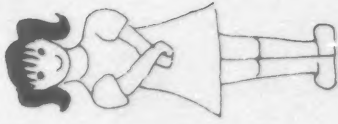
8. Score by having everyone get 5 points per family and minus one point for each incomplete family member.
9. Play as many rounds as you like.
10. As soon as the children understand the game, have them play without showing their cards. If they find it hard to know if, for instance, they lack "la esposa del carnicero," have them look at the chart for help.
11. They should begin to learn the strategy that, if someone asks for a certain family member, this shows that they have that family in their hand, and can be asked in turn.



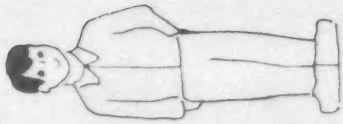
el carnicero



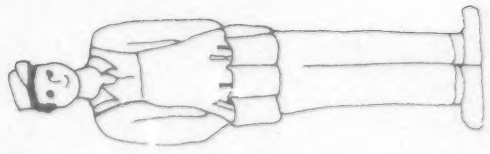
la esposa del carnicero



la hija del carnicero



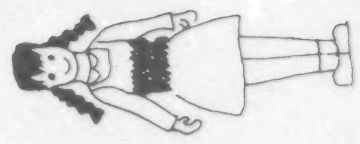
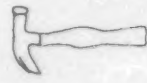
el hijo del carnicero



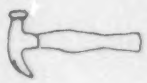
el carpintero



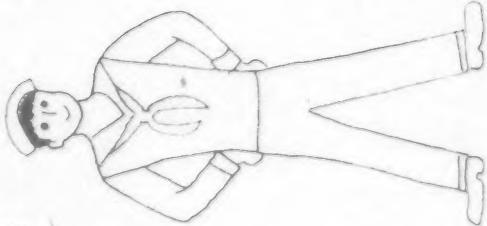
la esposa del carpintero



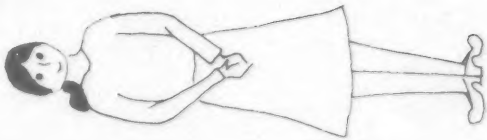
la hija del carpintero



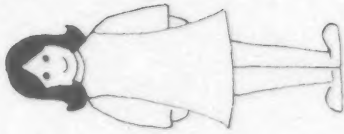
el hijo del carpintero



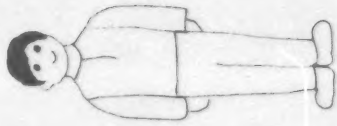
el marinero



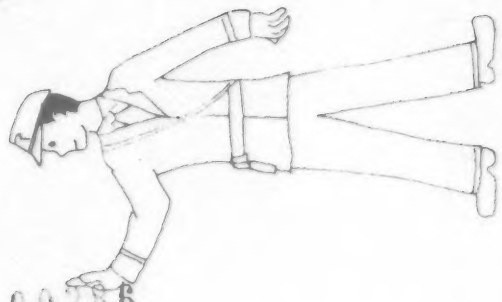
la esposa del marinero



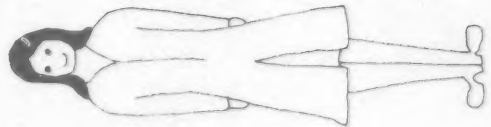
la hija del marinero



el hijo del marinero



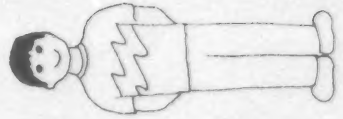
el policía



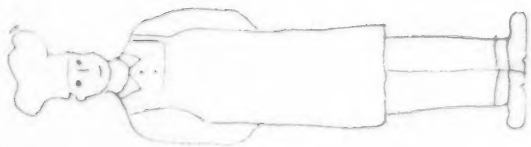
la esposa del policía



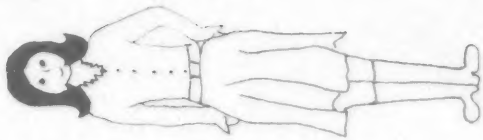
la hija del policía



el hijo del policía



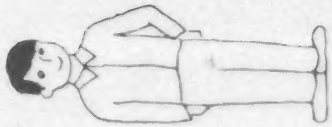
el panadero



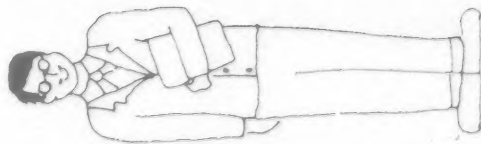
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la hija del panadero



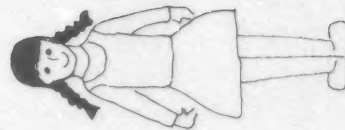
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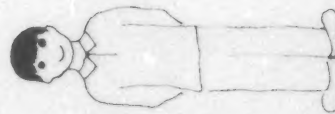
el profesor



la esposa del profesor

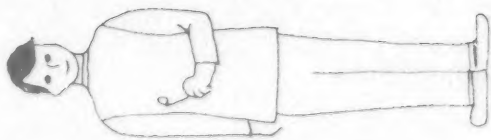


la hija del profesor

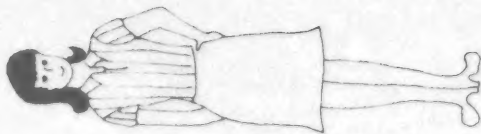


el hijo del profesor

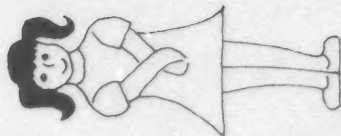




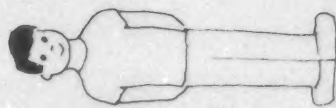
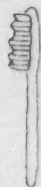
el dentista



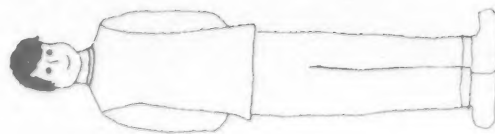
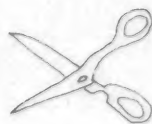
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la hija del dentista



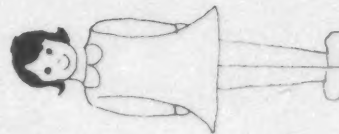
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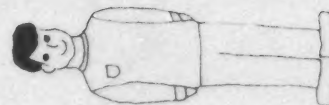
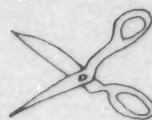
el peluquero



la esposa del peluquero



la hija del peluquero



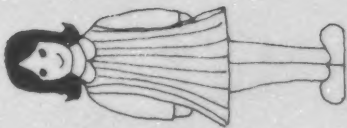
el hijo del peluquero



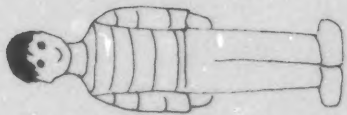
el cartero



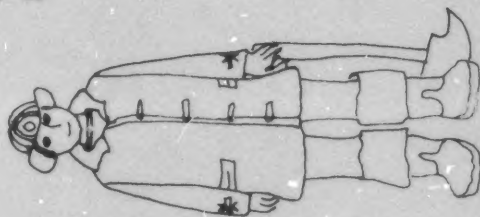
la esposa del cartero



la hija del cartero



el hijo del cartero



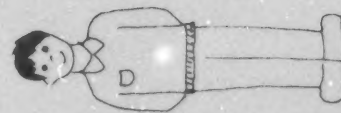
el bombero



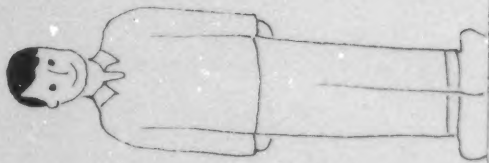
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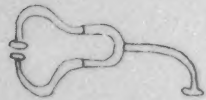
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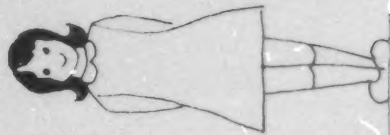
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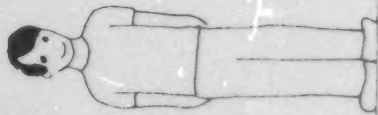
el esposo de la doctora



la doctora



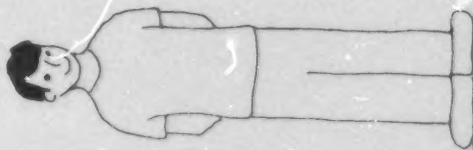
la hija de la doctora



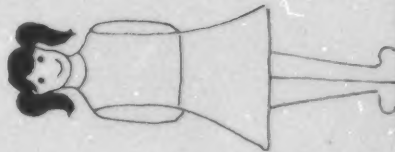
el hijo de la doctora



la juez



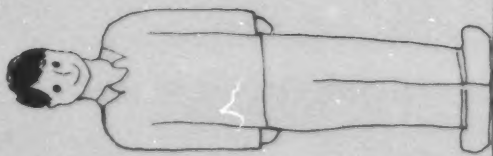
el esposo de la juez



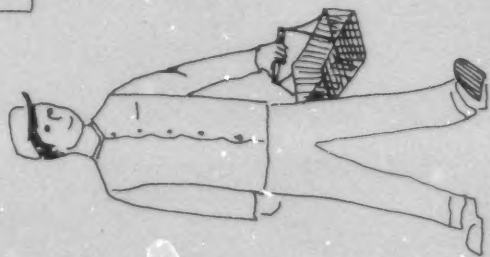
la hija de la juez



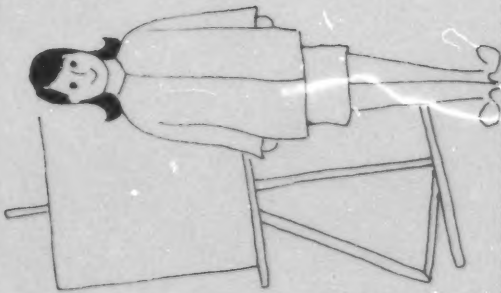
el hijo de la juez



el esposo de la artista



el lechero



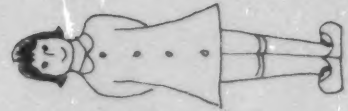
la artista



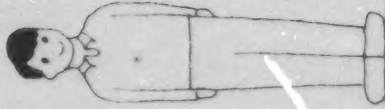
la esposa del lechero



la hija de la artista



la hija del lechero



el hijo de la artista



el hijo del lechero

PART THIRTY-NINE
REVIEW OF LESSON TWENTY-FIVE

LANGUAGE PATTERNS

En (Cucamonga) (your neighborhood) hay

una

iglesia. tienda. oficina de correos. estación de bomberos. gasolinera.
--

MATERIALS

Photographs of the community if possible; if not,
use magazine cutouts.

PROCEDURE

1. Pictures can be mounted on the board or wall chart,
for easier viewing.
2. As you point to each picture, say:

En (Cucamonga) hay una _____.

Have the children repeat.

3. Do a Substitution Drill. Point to the picture and
give the name of the picture. The children have
to give the complete statement as in the language
patterns. Assist the group at first.
For example, say:

(Pointing to the church) iglesia

Teacher/children: En (Cucamonga) hay una iglesia.

Teacher: Tienda

Children: En (Cucamonga) hay una tienda. (etc.)

4. Have individual children come to the chart and point
to at least three pictures and use the same sentence
pattern.

5. Have the group make individual booklets of what there is in the community. Have them draw the things already mentioned, and any others they might want to add. Assist them with the caption for each picture. If possible, write the sentences on another chart or chalkboard:

En (Cucamonga) hay una iglesia.

En (Cucamonga) hay una tienda.

En (Cucamonga) hay una oficina de correos. (etc.)

Have them take the booklets home after they have finished them.

EVALUATION

Record the children's performance on step 4.

LESSON THIRTY-NINE

LANGUAGE PATTERNS

El sapo puede brincar.	Los sapos pueden brincar.
El pato puede nadar.	Los patos pueden nadar.
El pajarito puede volar.	Los pajaritos pueden volar.
El gato puede trepar.	Los gatos pueden trepar.
El perro puede ladrar.	Los perros pueden ladrar.
El caballo puede galopar.	Los caballos pueden galopar.

MATERIALS

Two cubes showing a picture of one of these actions on each side (see pages 293-294).

Picture cards of these animals.

Animal Bingo.

PROCEDURE

1. Review, or teach, the names of these animals. First, show the pictures, name them, and have the children repeat. Then, play Animal Bingo.
2. Work with the singular cube first. Put it behind your back, revolve it, and place it on the table. Say:

El _____ puede _____.

Have the children repeat after you. Translate if necessary.

3. Give the children turns at selecting the face of the cube by placing it behind them and revolving it, then placing it on the table. Lead the repetitions.
4. After they have repeated the language for every picture several times, tell them that you are only going to give one word, and that they have to say the whole sentence. (Substitution Drill) For example, say:

el sapo

Have the children say:

El sapo puede brincar.

Say:

el pato

Have the children say:

El pato puede nadar.

5. Work in the same way with the plural cube.
6. Work the same way with both cubes, placing two at a time on the table.
7. Let the children color and assemble their own cubes.
8. Say one of these sentences and have the children place the correct picture face-up on the cube. This could be a game, losing points for placing it incorrectly.

Cuando yo diga El sapo salta, entonces
ustedes tienen que mostrar ese dibujo,
así. (Demonstrate)

EVALUATION

Record the children's performance in steps 5 and 6.





PART FORTY
REVIEW OF LESSON THIRTY-FIVE

LANGUAGE PATTERNS

En la cocina hay

una estufa.
un lavatrastes.
un refrigerador.

En la sala hay

una lampara.
una television.
un sillón.

En el baño hay

una tina.
un lavabo.
un excusado.

En la recámara hay

una cama.
un tocador.
un ropero.

En el comedor hay

un buffet.
un trastero.
unas sillas.
una mesa.

El
La

 ———

va
no va

 ——— en

el
la

 ———.

¿Qué hay en

la
el

 ———?

MATERIALS

Use the pictures from Lesson 35.

PROCEDURE

1. Pointing one at a time to any of the rooms in the house on the chart, initiate the lesson by asking:

¿Qué hay en

el
la

 ———?

If the group cannot reply, assist them at first.

2. Point to particular objects on the chart, name them, and say where they go. For example, point to the stove and say:

Una estufa. En la cocina hay una estufa.

Have the children repeat the sentence. Do a few like this, then have the children do it on their own. The leader will either point to and name the object or will only point to the object.

3. Make this activity into a game. Divide the group into two teams. Follow the same procedure except just point to the objects. Each person on each team in turn will give the correct sentence for the object which you point at. Record points.

EVALUATION

Record the children's performance on step 2.

LESSON FORTY

LANGUAGE PATTERNS

Me gusta
No me gusta

jugar

a las muñecas.
al fútbol.
a la cuerda.
a la pelota.

¿A que te gusta jugar?

MATERIALS

Pictures of these things, or of children playing with these things. Use pictures of other playtime activities if you wish.

Drawing paper.

PROCEDURE

1. Show each action picture and say: (picture of football)

Me gusta jugar al fútbol.

Translate if necessary. Have the children repeat after you.

2. Set all the pictures out on the table, have one child at a time select a picture and say (with your help):

Me gusta jugar a _____. or No me gusta jugar a _____.

Continue until all the children have had a chance to select a picture.

3. Place the pictures face down in a pile on the table. Say to the first child:

¿A que te gusta jugar?

Have the child take the first picture, and help him reply, saying either:

Me gusta jugar _____.

or

No me gusta jugar _____.

This child then asks his neighbor, or another child in the group:

¿A que te gusta jugar?

When the pile of pictures is finished, shuffle them.

4. Have each child make a "Me Gusta Jugar" picture. On a large piece of drawing paper, have him draw himself, and the things that he likes to play: football, swing, etc. On a separate piece of paper, have him copy:

Me gusta jugar al fútbol, etc.

Staple both papers together, display, and then send home.

EVALUATION

Record the children's performance on step 3.

PART FORTY-ONE
REVIEW OF LESSON NINETEEN

LANGUAGE PATTERNS

Hay nieve en

las montañas.
el zacate.
los árboles.

Está lloviendo.

Está haciendo mucho viento.

MATERIALS

A bean bag.

A large board with pictures on it to illustrate the language patterns. The pictures can be those the children drew or from magazines, or both. Separate each picture with colored tape.

PROCEDURE

1. Point to one picture at a time. Say the sentence which it illustrates and have the children repeat after you.
2. Play a game. Have two teams. Place the board on the floor and give each child a turn to throw a beanbag onto it. Two children from the thrower's team must say the correct sentence together in order to win a point. If they fail, two children from the opposing team have a chance to win the point.

EVALUATION

Record the children's performance on step 2.

LESSON FORTY-ONE

LANGUAGE PATTERNS

En el invierno hay nieve; hace frío.

En la primavera llueve.

En el verano hace calor.

En el otoño los árboles cambian de color.

¿Cuándo llueve?

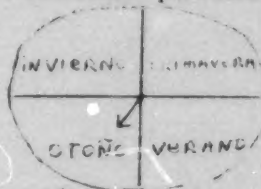
Note: Adapt to your area if you wish.

MATERIALS

Seasonal pictures.

Crayons.

Seasonal wheel. Rueda Temporal: Cut a circle from poster board. Place four seasonal pictures on it:



Fix an arrow that spins or that can be turned in the center of the wheel.

PROCEDURE

1. Present each picture. Read the captions.
2. Have the children repeat the captions with you.
3. Show each picture again. Read the caption and ask the question. For example:

Teacher: (Show picture) En el invierno hay nieve.
¿Cuándo hay nieve?

Teacher/children: En el invierno.

Teacher: En el invierno hace frío. ¿Cuándo hace frío?

Children: En el invierno.

4. Follow with a Substitution Drill. For example:

Teacher: Hace frío.

Teacher/children: En el invierno hace frío.

Teacher: Hay nieve.

Children: En el invierno hay nieve.

Teacher: Llueve.

Children: En la primavera llueve.

Note: A child can take your place after they have done it several times with you.

5. Have the children do a Chain Drill, using the pictures.

6. Rueda Temporal

Divide the group into two teams. The first person closes his eyes and turns the arrow on the wheel.

Cierra tus ojos y dale vuelta a la flecha.

Then he must say the pattern that goes with that season.

Dime lo que pasa en ese dibujo.

If he can say the pattern, he gets a point, and the first person on the next team has a turn. If he can't, the first person on the other team must say the pattern. Children on alternate teams try until someone gets it.

7. Label four columns on a bulletin board: invierno, primavera, verano, otoño. Place the appropriate seasonal pictures at the head of each column. Have the children add pictures from magazines, greeting cards, etc., to the appropriate columns.

Pongan los dibujos que muestran invierno en la columna de invierno.

EVALUATION

Record the children's performance on step 5.

PART FORTY-TWO
REVIEW OF LESSON THIRTY-TWO

LANGUAGE PATTERNS

Esta es la

cara.
frente.
nariz.
boca.
ceja.
lengua.

Este es el pelo.

Estas son las

orejas.
pestañas.
cejas.

Estos son los

ojos.
dientes.
labios.

¿Qué es

esta?
éste?

¿Qué son

estos?
estas?

MATERIALS

None

PROCEDURE

1. Point to your eyes and say:

los ojos

Have the children repeat:

los ojos.

2. Point again and ask:

¿Que son estos?

Have the children reply:

Estos son los ojos.

Continue in this manner for all of the language patterns.

3. Say:

los ojos

Have the children point to their eyes, etc.

4. Play "Simon Dice."

EVALUATION

Record the children's performance on step 2.
Ask individual children.

LESSON FORTY-TWO

LANGUAGE PATTERNS

Estoy

triste.
contento/a.
enojado/a.

_____ esta

triste.
contento/a.
enojado/a.

MATERIALS

Three cardboard plates, each with a face depicting these emotions. Cut holes for eyes and attach a stick at the bottom.



Three cardboard plates and three sticks for each child.

Paints or crayons.

Magazines.

Construction paper.

PROCEDURE

1. Hold one of the plates in front of your face and say:

Estoy triste.

Have the children repeat after you.

2. Have a child hold the plate in front of his face and say the same thing.

3. After a child has said, "Estoy triste," say:

David está triste.

Have the children repeat after you.

4. Give every child a turn.
5. Do the same with "contento/a." Tell them, clearly and briefly, that when we talk about a girl or woman, we say "contenta;" when we talk about a boy or man, we say "contento."
6. Do the same for "enojado/a." (If anyone asks why triste does not change, say that it is because we say triste, not tristo or trista.)
7. Let each child make three faces for himself, using yours as models.

Dibujen una cara triste, así.

8. Have a child lead the group by holding up a face. The group should say:

David está contento.

or

Debby está contenta.

9. Have the children cut out pictures from magazines to illustrate these emotions. Have a large piece of construction paper in three sections, labelled with the words: triste, contento y contenta, enojado y enojada.

Recorten de los magazines dibujos de caras tristes.

One child at a time can place his picture correctly and say the sentence as he does so.

The result will be a mural of these pictures.

10. A team game using the mural:

Divide the group into two teams. Point to a picture. The first child must say "Esta _____." Give him a point for saying it correctly. If he cannot say it correctly, the first child on the other team has a turn. etc.

EVALUATION

Record the children's performance on step 10.

PART FORTY-THREE
REVIEW OF LESSON THIRTY-EIGHT

LANGUAGE PATTERNS

¿Tienes

la esposa del
el hijo del
la hija del
el

carnicero?
dentista?
cartero?
lechero?
panadero?
bombero?
peluquero
carpintero?
profesor?
marinero?
policía?

¿Tienes

el esposo de la
la hija de la
el hijo de la
la

artista?
juez?
doctora?

Sí,

lo
la

 tengo.

No. Tienes que pescar.

MATERIALS

The card game (page 279.)

A chart made from all the cards mounted on a piece of tagboard. Have it visible near where you play.

PREPARATION AND PROCEDURE

See instructions, pages 279-281.

LESSON FORTY-THREE-A

LANGUAGE PATTERNS

Fui a la tienda y compré harina, manteca y sal.

Fui al correo y le mande una tarjeta de cumpleaños a mi abuelita.

Fui con mi papa a la gasolinera y compramos siete galones de gasolina.

MATERIALS

Picture-making materials for each child.

Construction paper for booklet covers.

PROCEDURE

1. Tell the children that they are going to make a three page booklet. They will draw the pictures and then write the captions.

Van a hacer un libro de dibujos.

Tell them what the first picture will show:

Primero, van a dibujar un dibujo que muestre:

Fui a la tienda y compré harina, manteca y sal.

Write this on the board or on a sentence strip. Read it to the children, and translate if necessary. Have the children read it with you. Help them draw their pictures if necessary.

2. When they have finished their first picture, have them copy the caption, either onto the bottom of the page or on another page.
3. Continue until they have completed the three pages. If they can half-remember, half-read, the captions, this is good. The next lesson will reinforce this language, so they do not need to learn it perfectly before you go on.

LESSON FORTY-THREE-B

LANGUAGE PATTERNS

Fui a la tienda y compré harina, manteca y sal.

¿A dónde fuiste? A la tienda.

Fui al correo y le mandé una tarjeta de cumpleaños a mi abuelita.

¿A dónde fuiste? Al correo.

Fui con mi papá a la gasolinera y compramos siete galones de gasolina.

¿A dónde fuiste? A la gasolinera .

MATERIALS

The booklets that the children made for the previous lesson.

PROCEDURE

1. Have the children turn to the first page of their booklets and have them read the caption together. Have them repeat after you if necessary. Translate if necessary.
2. Tell the children that you are going to ask them some questions and that they will learn how to answer them. Say:

¿A dónde fuiste?

A la tienda.

Translate. Have on the board or on a chart:

¿A dónde? . . . Where?

Ask the children:

¿A dónde fuiste?

Help them reply:

A la tienda.

Have them ask you:

¿A dónde fuiste?

Reply:

A la tienda.

Have the group do a Chain Drill.

3. Turn to the next picture. Have the group read the caption. Help them as much as necessary. Translate if necessary.

4. Say:

¿A donde fuiste?

Fui a la gasolinera .

Translate if necessary.

Ask the children:

¿A donde fuiste?

Have them reply:

A la gasolinera.

Have them ask you:

¿A donde fuiste?

Reply:

A la gasolinera.

5. Have them do a Chain Drill.
6. Work with the same question for the third picture.
7. Have them look at you. Hold up a picture and ask:

¿A donde fuiste?

Have them reply:

A la tienda.

Hold up the three pictures in random order, and help the children as much as necessary.

8. Hold up a picture of another place that they know the word for: the zoo, church, the airport, etc. Ask:

¿A donde fuiste?

They have learned well if they can reply:

Fui a la iglesia, etc.

EVALUATION

Record the children's performance on the Chain Drills in steps 3, 5 and 6.

PART FORTY FOUR

REVIEW OF LESSON THIRTY ONE

LANGUAGE PATTERNS

Esta caja está más

liviana.
pesada.

¿Cuál está más

pesada?
liviana?

Esto es más

pesada/o.
liviana/o.

MATERIALS

Two boxes of similar size, one filled with something heavy, one with something light.

Pairs of pictures to illustrate a heavy-light contrast, e.g. a balloon and a rock.

PROCEDURE

1. Have each child close his eyes as you place the two boxes in front of him. Ask:

¿Cuál está más

pesada?
liviana?

Help him answer:

Esta caja está más

pesada.
liviana.

2. Show the group pairs of pictures. Ask:

¿Cuál está más

pesada/o?
liviana/o?

Help the children reply, as they point:

Esto está más

pesada/o.
liviana/o.

EVALUATION

Record the children's performance on steps one and two.

LESSON FORTY FOUR

LANGUAGE PATTERNS

Fui a la tienda y compré harina,
manteca y sal.

¿Qué compraste?

Harina, manteca y sal.

Fui al correo y le mandé una tarjeta de cumpleaños
a mi abuelita.

¿Qué mandaste?

Una tarjeta de cumpleaños.

Fui con mi papá a la gasolinera y compramos
siete galones de gasolina.

¿Qué compraste?

Siete galones de gasolina.

MATERIALS

The booklets the children made in the first lesson (page 307).
Objects or pictures that the children can name for a store.
Materials for making a birthday card and "mailing" it.

PROCEDURE

1. Show the first picture. Review the sentence that goes with it.
2. Say:

¿Qué compraste?

Harina, manteca y sal.

Write on the board, "¿Qué? . . .What?"

3. Ask the group:

¿Qué compraste?

Have them reply:

Harina, manteca y sal.

Have them ask you:

¿Qué compraste?

Reply:

Harina, manteca y sal.

4. Arrange a little "store" of things, or pictures of things, other than harina, manteca y sal, that they know the words for. Have the first child "buy" three things. Ask:

¿Qué compraste?

If necessary, help him reply:

_____, _____, y _____.

5. Have the children make a "Feliz Cumpleaños" card for their grandmothers or relatives. Arrange a "Post Office": the child gives some "money" and receives a "stamp" and then mails the letter in a "mailbox."

6. Let each child mail his card. Ask:

¿Qué le mandaste a tu abuelita?

Help them reply, if necessary:

Una tarjeta de cumpleaños.

Have them ask you:

¿Qué le mandaste a su abuelita?

Reply:

Una tarjeta de cumpleaños.

7. Turn to the first picture again. Ask:

¿A dónde fuiste?

They should reply:

A la tienda.

Ask:

¿Qué compraste?

They should reply:

Harina, sal y manteca.

8. Go through the other pictures, alternating the questions in this way.
9. Review these question words frequently during the school day. Your aim is to have the children understand "¿A dónde?" and "¿Qué?" and respond appropriately. Note that in Spanish we say "¿Cómo?" when we mean "What did you say?" "¿Qué?" does not translate "What?" in this case.

EVALUATION

Record the children's performance on steps 7 and 8.

PART FORTY FIVE

REVIEW OF LESSON TWENTY FIVE

LANGUAGE PATTERNS

En (Cucamonga) (or your neighborhood) hay

una

iglesia. tienda. oficina de correos. estación de bomberos. gasolinera.
--

MATERIALS

Photographs of the community if possible; if not, magazine cutouts.

PROCEDURE

1. Pictures can be mounted on the board or wall chart for easier viewing.

2. As you point to each picture, say:

En (Cucamonga) hay una _____.

Have the children repeat.

3. Do a Substitution Drill. Point to the picture and give the name of the picture. The children must give the complete statement as in the pattern. Assist the group at first. For example, say:

(Pointing to the church) iglesia

T/Ch: En (Cucamonga) hay una iglesia.

T: Tienda

Ch: En (Cucamonga) hay una tienda.

4. Have individual children come to the chart and point to at least three pictures and use the sentence pattern.

5. Have the group make individual booklets of what there is in the community. Have them draw the things already mentioned, and any others they might want to add. Assist them with the caption for each picture. If possible, write the sentences on another chart or chalkboard:

En (Cucamonga) hay una iglesia.

En (Cucamonga) hay una tienda.

En (Cucamonga) hay una oficina de correos. (etc.)

Have them take the booklets home when they have finished them.

EVALUATION

Record the children's performance on step 4.

LESSON FORTY FIVE

LANGUAGE PATTERNS

Fui a la tienda y compré frutas, leche, carne y pan. (Use other things if you wish).

Fui al aeropuerto y vi los aviones, a los pilotos, a los sobrecargos, los troques/ camiones de gasolina, a cargadores de maletas.

Fui al parque y vi muchos pájaros, a los niños jugando, a un señor vendiendo helados, a un señor vendiendo globos, a los niños en los columpios, un kiosco.

Fui al parque zoológico con mi clase y vimos un elefante, un león, un oso, una cebra, una jirafa, una panda.

MATERIALS

Empty cartons, and other materials for a store.

Mural materials: construction paper, paint, glue, etc

Large grocery bags, one for each child.

Felt figures for each thing in the park, see pages 321-333.

PROCEDURE

La Tienda

1. Gather one sample of each of the store materials you are going to use. Name them for the group and have the group repeat each name after you:

Ésta es una lata de tomates, etc.

List the names on the board.

2. Place all the store goods on a table near the group, or in the middle of the table. Select three things yourself. Say to the group:

Fui a la tienda y compré . . . (your choices).

3. Let each person have a turn selecting three things that they "bought". Have them say:

Fui a la tienda y compré . . . (the choices).

4. Have them write:

Fui a la tienda y compré . . . (the choices).

El Aeropuerto

1. Prepare a large mural of an airport. Prepare the background with the help of the children: runways, buildings, etc.
2. Have each child draw and cut out a picture of one of the following: an airplane, the control tower, a gas tender, a luggage loader, etc. Have pictures for them to copy.
3. Arrange the things the children have drawn on the mural.
4. As each thing is placed, have the children name it. Make sure the group says each name.
5. Go to the completed mural and say:

Fui al aeropuerto y vi . . . (three things).

6. Have the children take turns in coming up and naming three things as they point to them on the mural. Alternatively, have one child come up, point to one thing at a time, and call out the name of a child in the group. The child named has to say:

Fui al aeropuerto y vi . . . (three things).

El Parque

1. Have felt figures, or figures made from pelfon, of the various figures for the park. Hold each one up in turn and have the group name it.
2. Have a green background for the felt board. Let the first person choose three figures to place in the park. As he places them he will say:

Fui al parque y vi . . . (three things).

El Parque Zoológico

1. Have each child make a mask of an animal from a paper bag. Show them how to cut out features from construction paper to glue on the bag. See the patterns, pages 32-34.
2. When the children have finished their masks, have them put them on. Say:

Fui al parque zoológico y vi . . . (the animals).

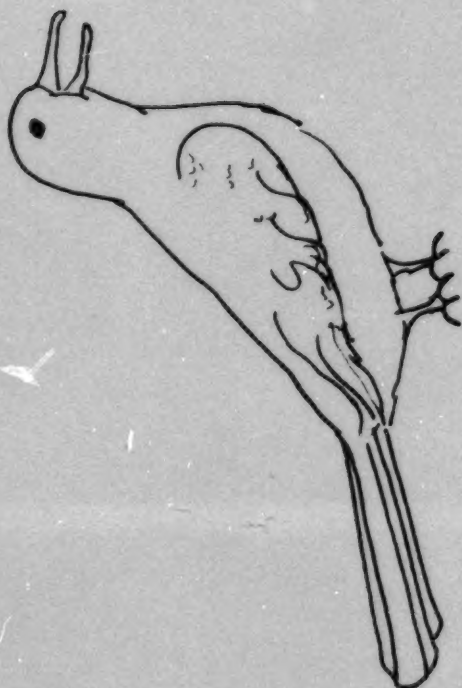
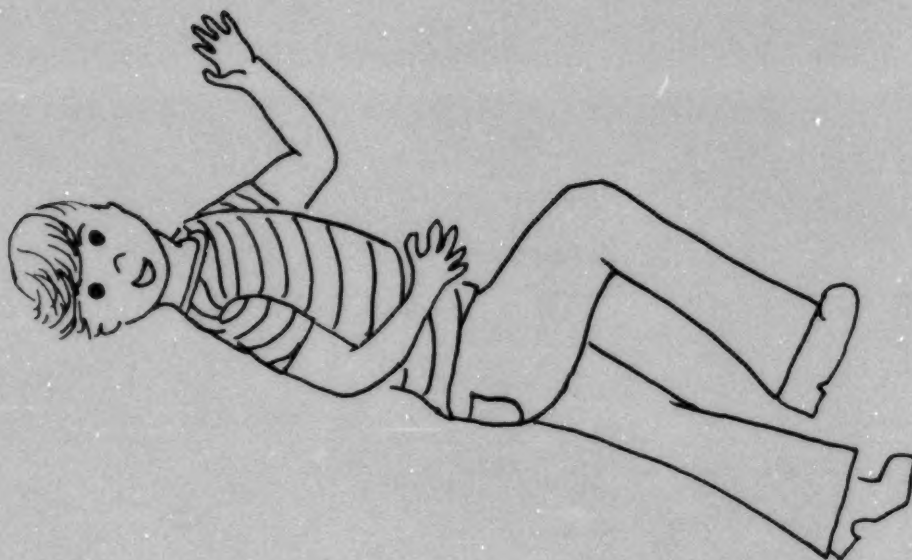
Name each animal, and have the group repeat after you.

- 
3. With some of the children in the group wearing their masks, have the remaining children take turns going up to the "animals" and saying:

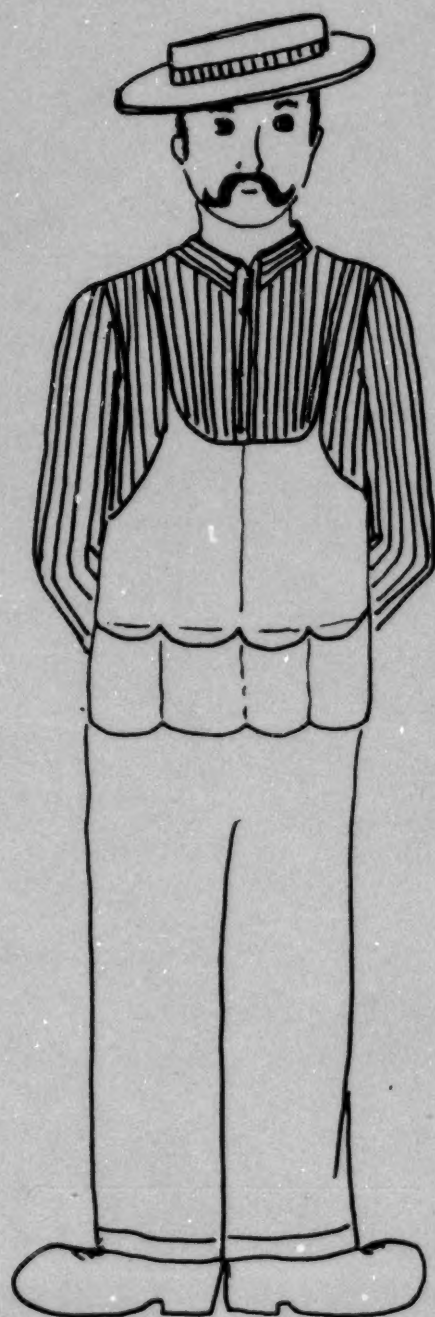
Fui al parque zoológico y vi . . . (name the animal mask).

EVALUATION

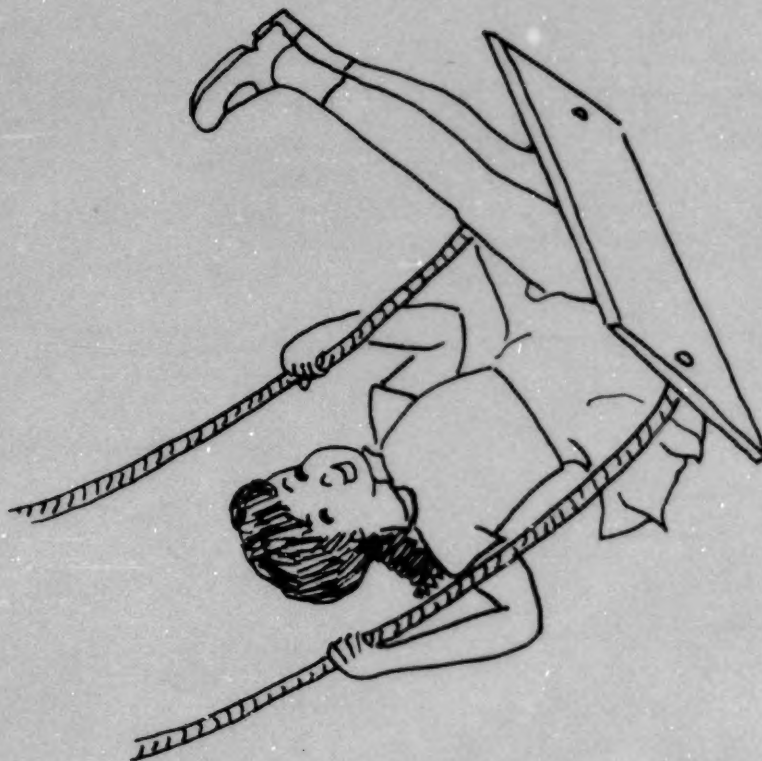
Record the children's performance in La Tienda, step 3, El Aeropuerto, step 5, El Parque, step 2, El Parque Zoológico, step 3.



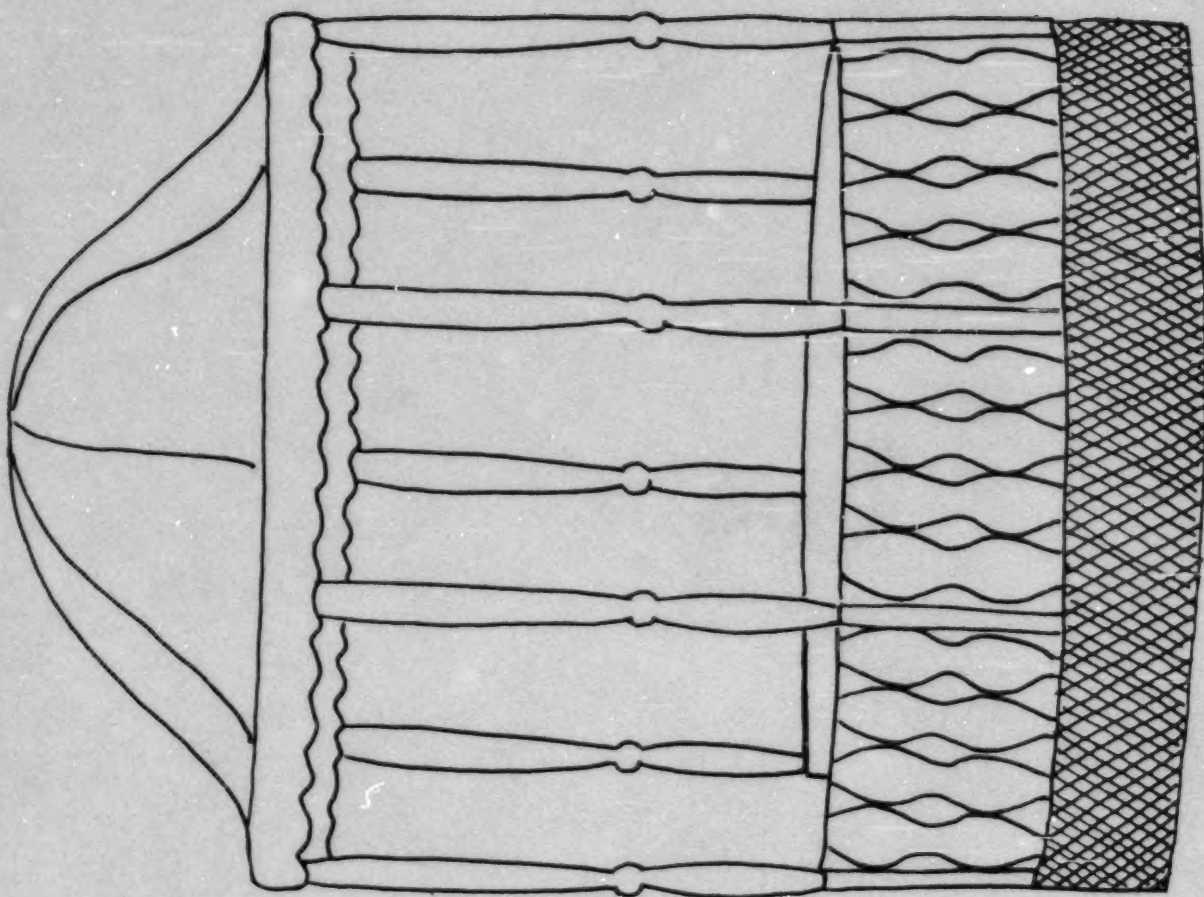
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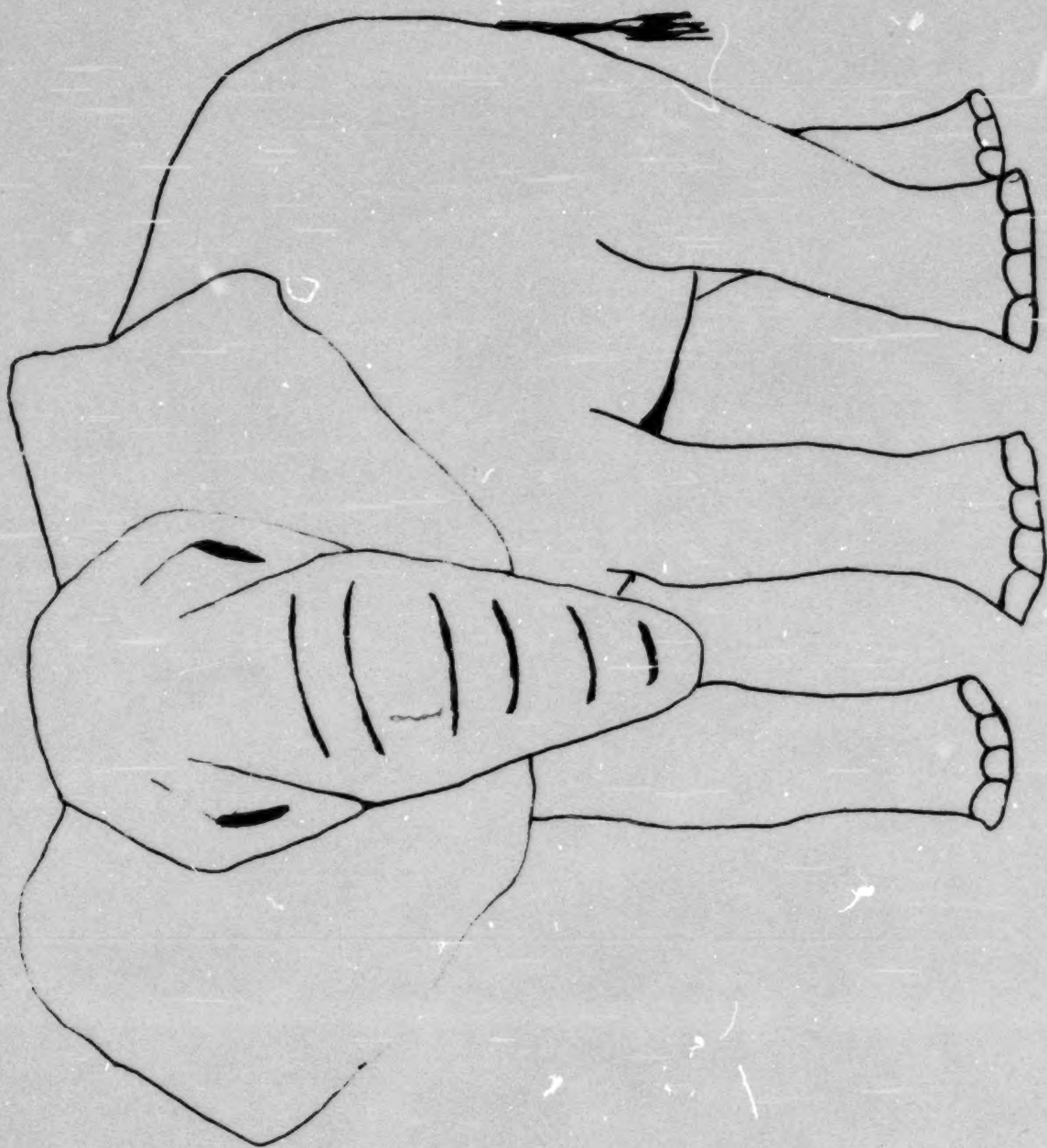
FELT FIGURE PATTERNS

FOR

ELEPHANT, LION, BEAR,

ZEBRA, GIRAFFE, PANDA

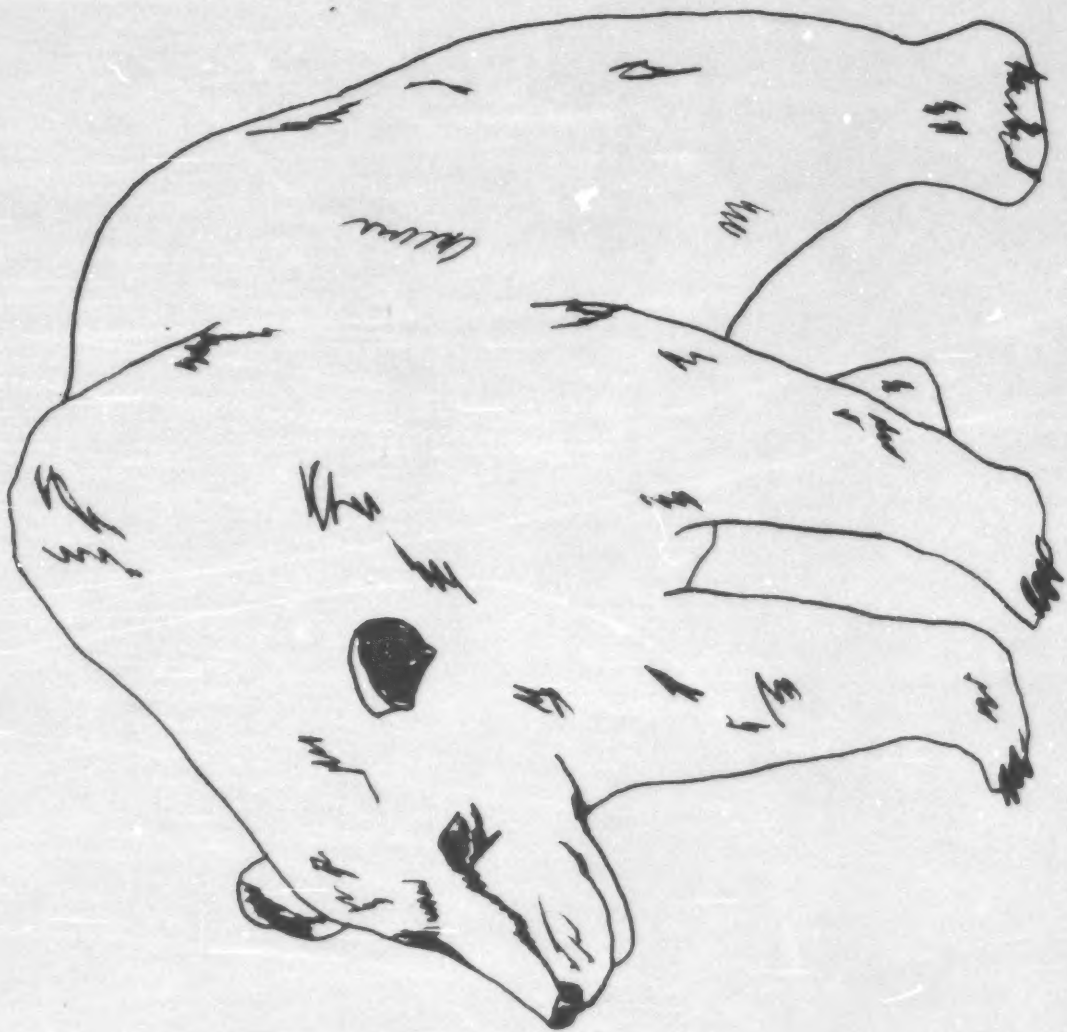
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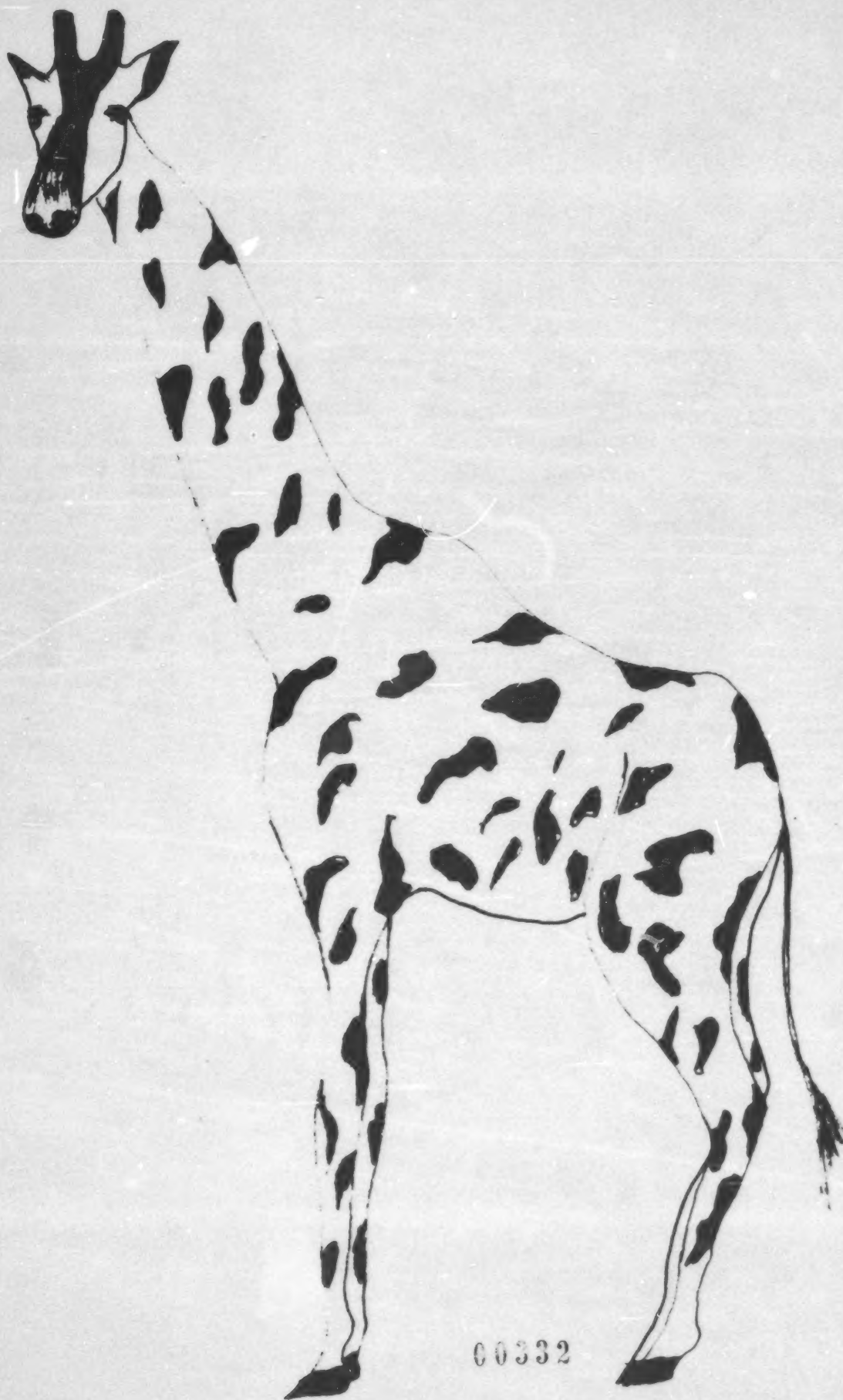
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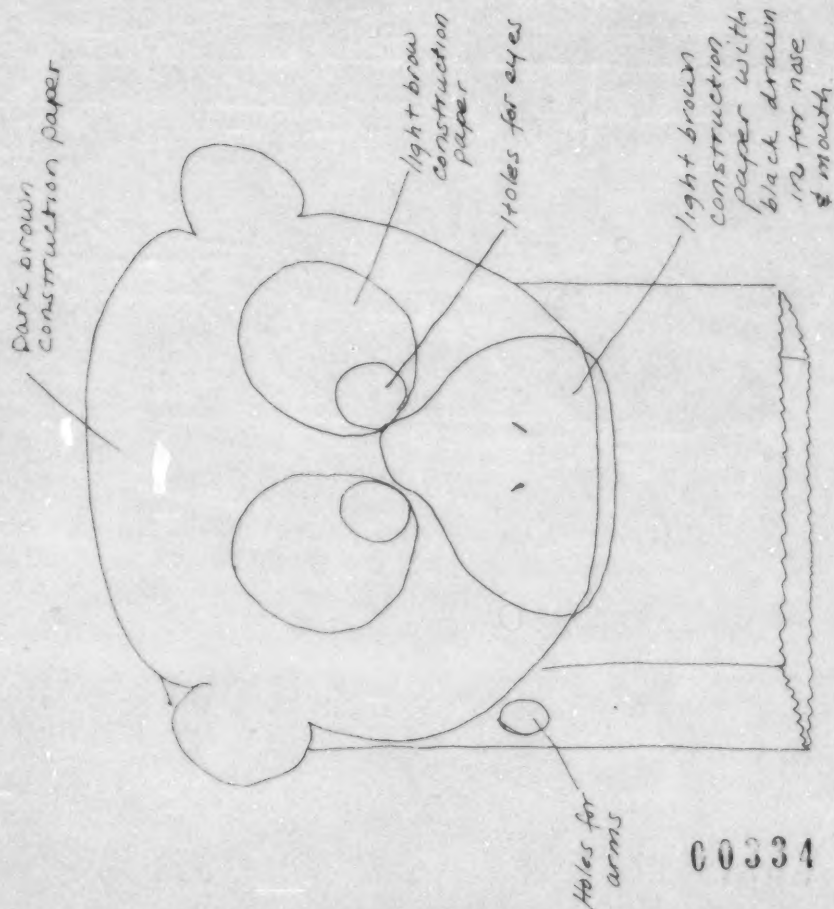
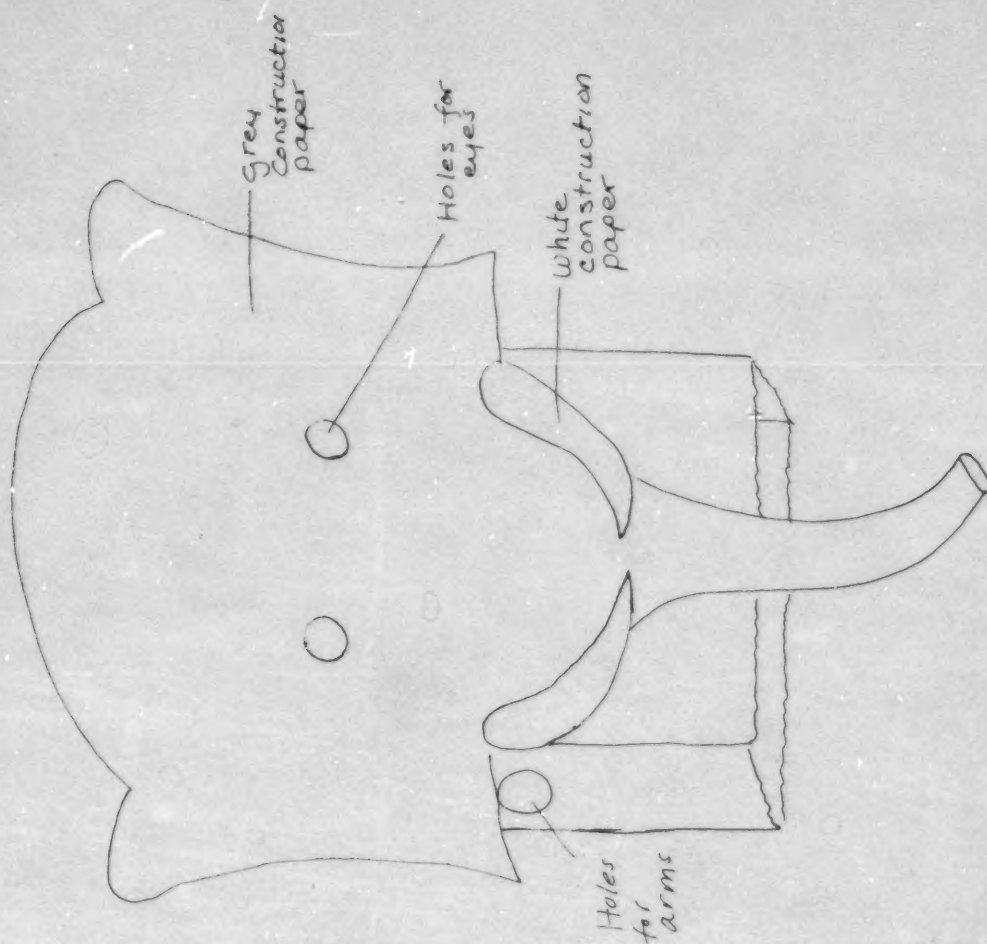
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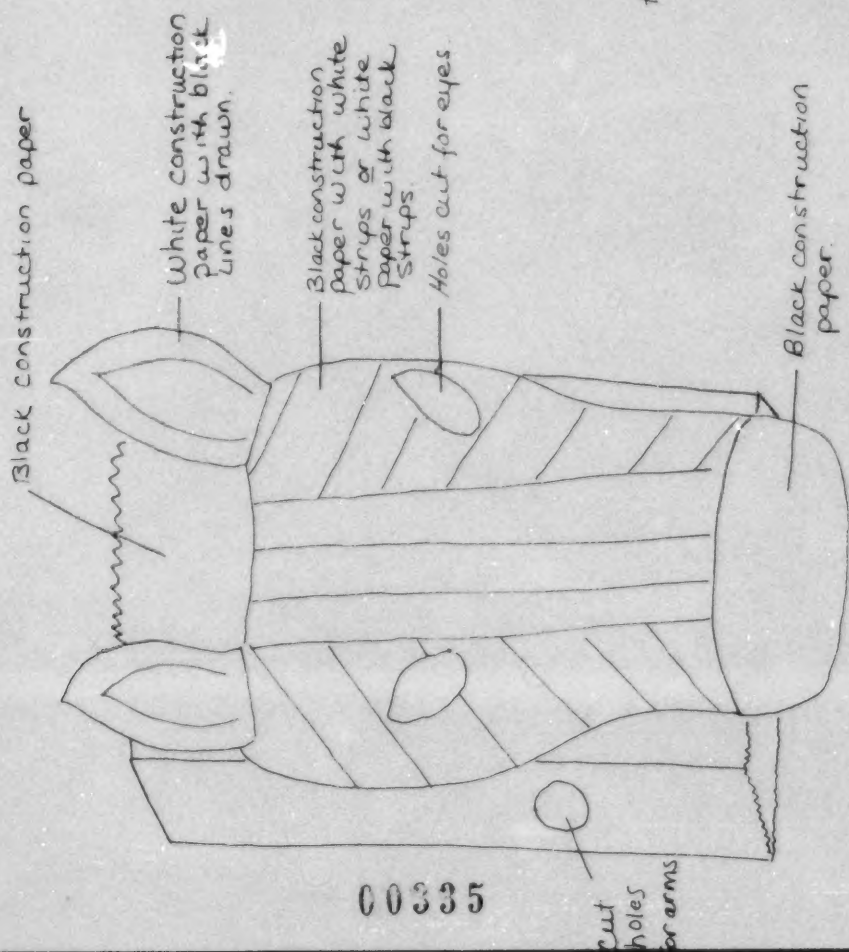
00333

un elefante

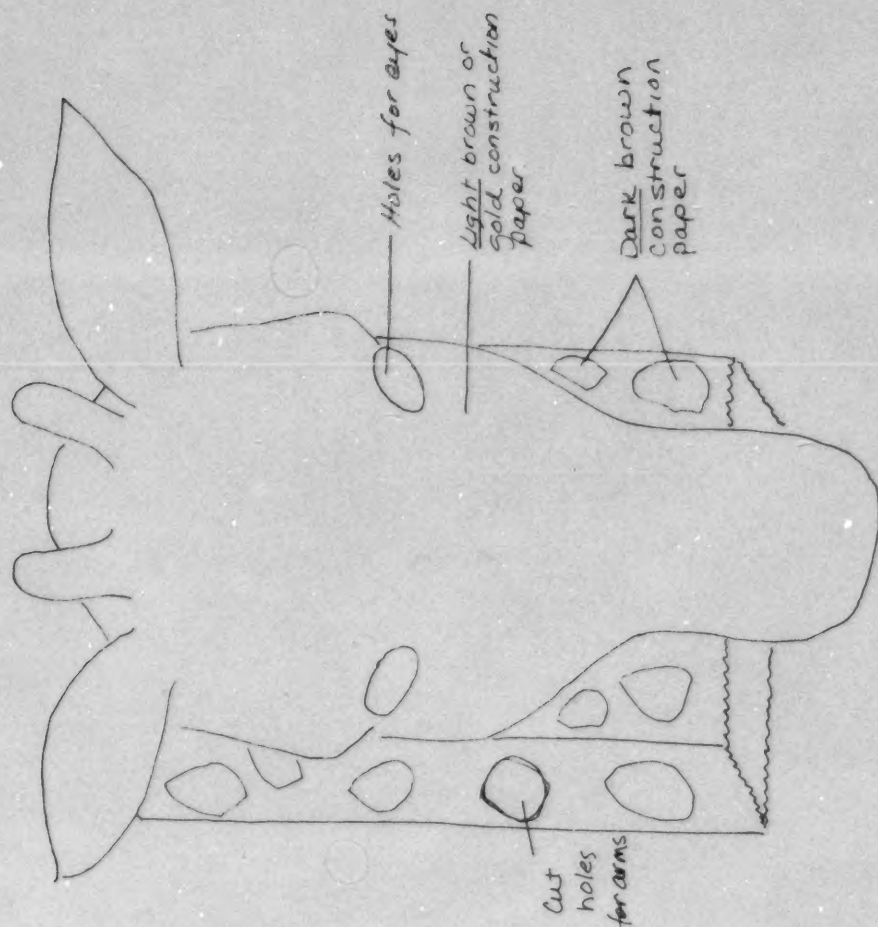
un oso



00334

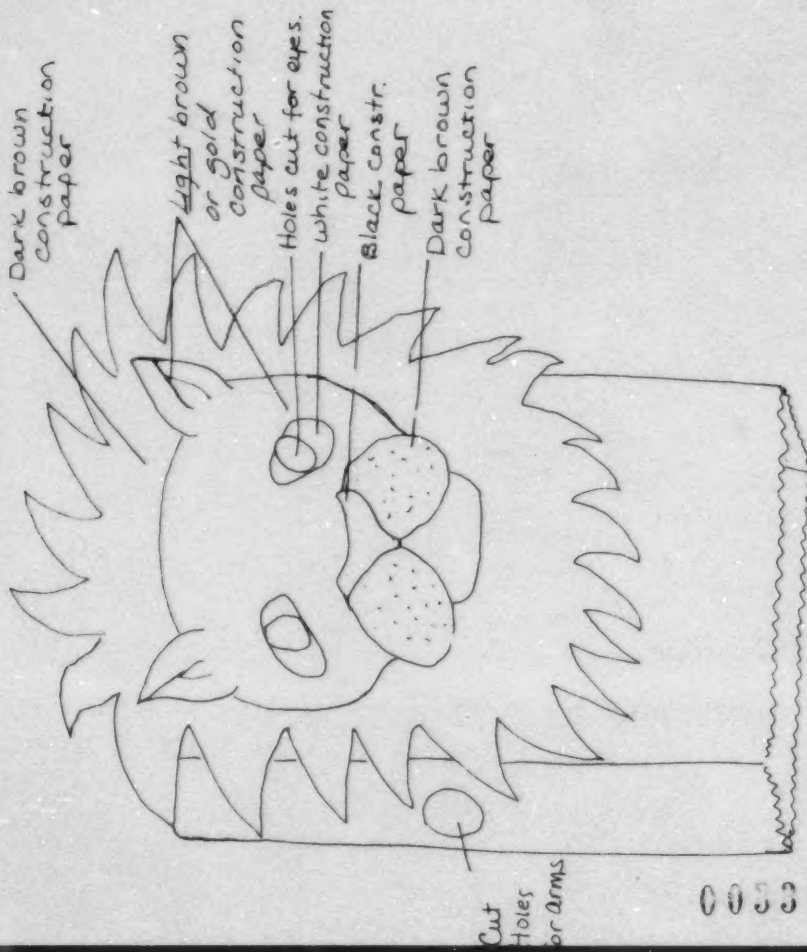


una zebra

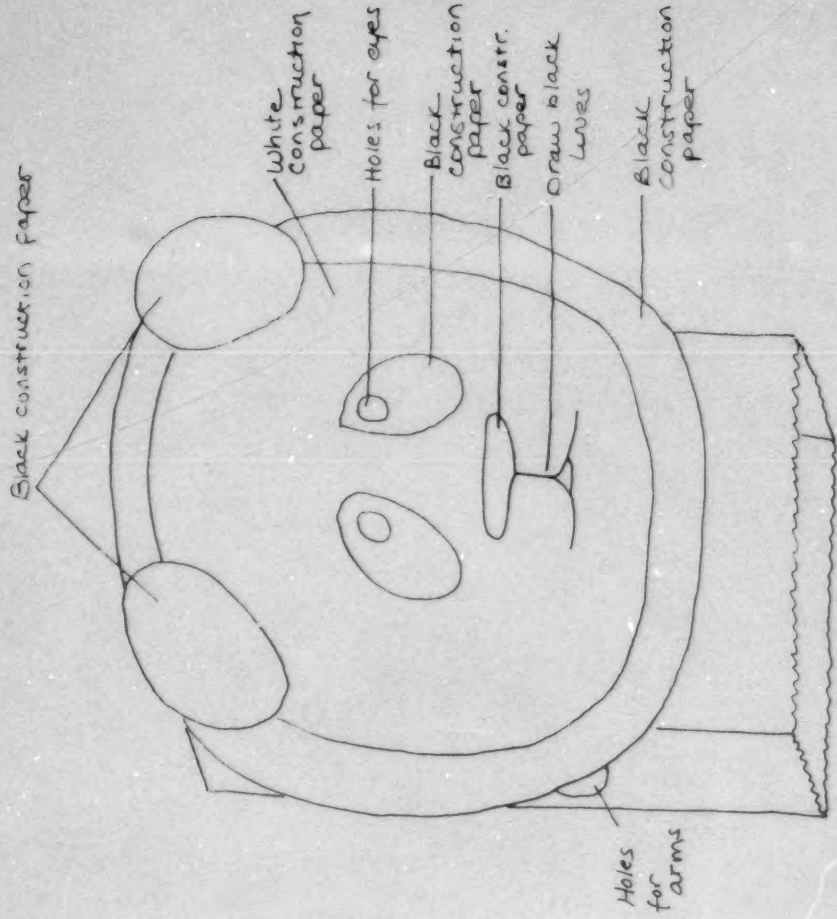


una jirafa

00335



un león



un panda

PART FORTY SIX

REVIEW OF LESSON THIRTY THREE

LANGUAGE PATTERNS

¿Es un muchacho o una muchacha?

Es

un muchacho. una muchacha.

¿De qué color tiene los ojos: azules, verdes,
o cafes?

Tiene los ojos _____.

¿Tiene el pelo largo o el pelo corto?

Tiene el pelo _____.

¿De qué color tiene el pelo?

Tiene el pelo

rubio. café. negro.

¿Trae puesto un suéter azul?

MATERIALS

A chart with these questions on it.

PROCEDURE

1. Use a volunteer from this group.
2. Refer to the chart. Say:

¿Es un muchacho o una muchacha?

Assist the children with answers if necessary. Refer to all the questions on the chart. Do the same with another volunteer.

3. Have another child volunteer. Say to the group:

Díganme tres cosas sobre María.

Assist the children as much as necessary. For example, say:

María tiene el pelo largo.

Have them repeat. Select another volunteer and this time have the children tell you three things about the child without your assistance.

4. Play "Adivina Quién Es."

Have the children sit in a group where they can see the chart. The guesser stands in front with his back to the group. As you position them, say:

_____, parate aquí viendo para allá.

Y tú, _____, aquí, viendo para allá.

Have the person to be identified stand behind him. At first, help the guesser ask the group the questions from the language patterns. Help the group with replies at first.

EVALUATION

Record the children's performance on step 3.

LESSON FORTY SIX

LANGUAGE PATTERNS

Fuimos a la tienda y compramos _____.

Fuimos al aeropuerto y vimos _____.

Fuimos al parque y vimos _____.

Fuimos al parque zoológico y vimos _____.

MATERIALS

The store articles from Lesson 43.

The mural of the airport.

The felt figures for the park.

The masks for the zoo.

PROCEDURE

La Tienda

1. Arrange the store items on table. Go to the table and select three items. Return to the group and say:

Fui a la tienda y compré . . . (name the items).

Ask the group what that means in English. Make sure they all realize it means: I went to the store and I bought. . . Return the items to the table.

2. Take a child by the hand, go to the store and select the same items. Return to the group and say:

Fuimos a la tienda y compramos . . . (name the items).

Repeat it, stressing the verb forms. Ask the children what you said that was different. If they cannot tell you, repeat steps one and two again. You want them to say that the two words fuimos and compramos are different from fui and compre.

3. Write on the board for them:

fui
compre

fuimos
compramos

Tell them that fui and compre mean "I went (alone)", and "I bought." Fuimos and compramos mean "We went (together)", and "We bought."

If you like, ask them what part of the word they think means we. Say the words to them again to help them think. Emphasize the mos to give them a big hint. If they do not answer, tell them that mos on the end of a word often means we did something.

Note: You are giving a fairly complicated grammatical explanation without using the terms verb, morpheme, conjugation, etc. It is probably best not to introduce grammatical terminology at this point.

4. Have pairs of children go to the store. When they return, have them say together:

Fuimos a la tienda y compramos . . . (naming the items).

El Parque

1. Have the children arrange the park felt board. Go to the felt board and say:

Fui al parque y vi . . . (name three things).

Point to the figures as you do so.

2. Take a child by the hand and have him point to the same figure as you point to. Have the child say with you:

Fuimos al parque y vimos . . . (three things).

3. Have pairs of children do the same thing.

Continue in this way for the airport and the zoo. If you feel the point has been taught, and since the verbs fuimos and vimos are repeated in these activities, you do not need to do the airport and zoo unless the children seem to like the activity.

EVALUATION

Record the children's performance in La Tienda, step 4, El Parque, step 3.

PART FORTY SEVEN
REVIEW OF LESSON THIRTY

LANGUAGE PATTERNS

Mario tiene mucha ropa nueva.

Mario se pone	su camisa blanca. sus pantalones azules. sus calcetines blancos. sus zapatos negros. su faja/cinturón café. su chaqueta azul.
---------------	--

¿Qué se pone Mario?

MATERIALS

A felt figure Mario, page 238.
Felt-figure garments for him, page 239.
A Mario doll and cutout clothes for each child.

PROCEDURE

1. Introduce Mario again. Say:

Este es Mario.

2. Place the Mario felt figure on the flannel board. Placing the felt garment on him say:

Mario se pone su camisa blanca.

Ask:

¿Qué se pone Mario?

Assist the group with their reply:

Se pone su camisa blanca.

Do the same with the rest of the garments.

3. Have one volunteer at a time take your place.
4. Have the children color the cutouts to take home. Assist the children with word or phrase labels for the back of the cutouts.

5. Play the game: El Lobo (see page 237).

EVALUATION

Record the children's performance on step 2. Ask individual children.

LESSON FORTY SEVEN

OBJECTIVE

The children will demonstrate their understanding of the following passage by answering questions on it. Numbers in the passage refer to pictures.

Era domingo, un día de verano. Hacía mucho calor.¹
Joan y Enrique querían ir a la playa. Enrique le dice a Joan, "Vamos a decirle a mamá y a papá que nos lleven a la playa." "Sí, sí," dijo Joan, "vamos a decirles."²
Enrique dice, "Mamá, papá, queremos ir a la playa."
"Sí, sí, vamos a la playa," dijeron todos.³ "En la playa vamos a nadar."⁴ En la playa vamos a jugar en la arena.⁵
En la playa vamos a buscar conchitas."⁶

MATERIALS

Story pictures, one set for demonstration and one set for each child, pages 342-347.

PROCEDURE

1. Distribute a set of pictures to each child.
2. Read the story to the children. Have them look at the right picture for each part of the story.
3. Read all the sentences that go with the first picture. Before turning to the next picture, ask the following questions and help the children give these answers. If necessary, have the group repeat the answers all together so that they say them clearly.

Questions and answers for picture 1:

¿Qué día era?

Domingo.

¿Hacía frío o hacía calor?

Hacía mucho calor.

Picture 2:

¿Quién quería ir a la playa?

Joan y Enrique.

¿Qué querían Joan y Enrique?

Ir a la playa.

¿Qué le decía Enrique a Joan?

Vamos a decirle a mamá y a papá que nos lleven a la playa.

Picture 3:

¿Qué les dice Enrique a mamá y a papá?

Queremos ir a la playa.

¿Qué dijeron todos?

Sí, sí, vamos a la playa.

Pictures 4, 5, and 6:

¿Qué dicen?

Vamos a nadar.

Vamos a jugar en la arena.

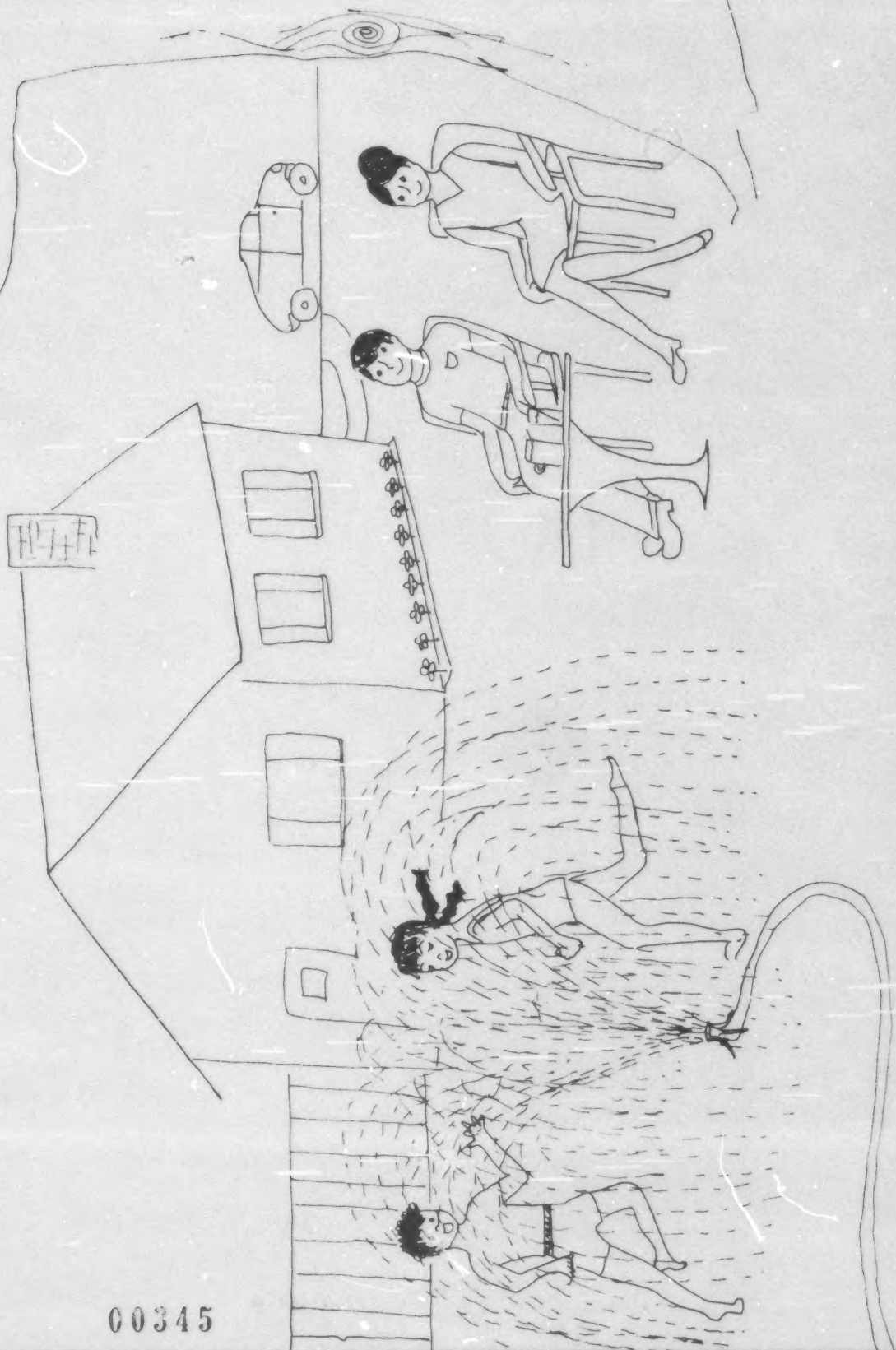
Vamos a buscar conchitas.

Note: These questions may be quite difficult for some of the children. Since this is a very useful exercise, repeat the question and answer session several times, on different occasions, rather than prolong the first session until they perform well.

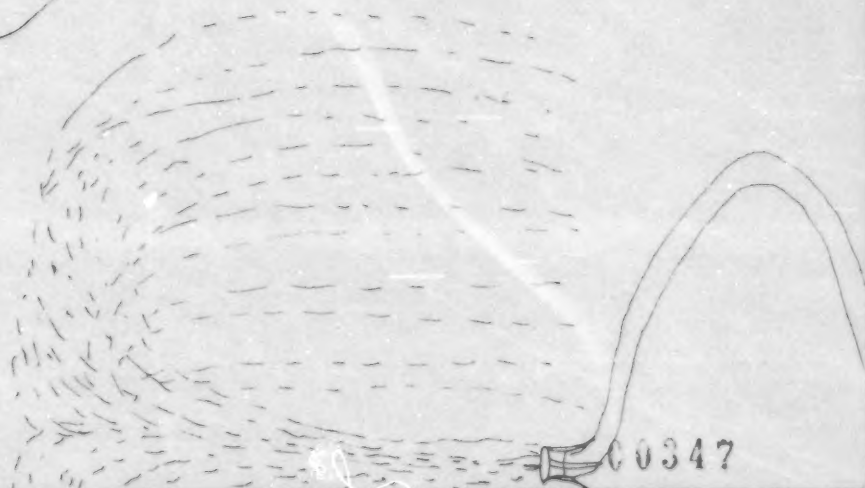
3. Have the children color their pictures. Write the speeches for the bubbles on the board. Have the children copy them in.
4. Dramatize the story. Assist with language they have to use. Have them act one scene at a time. Assign different children for each scene.

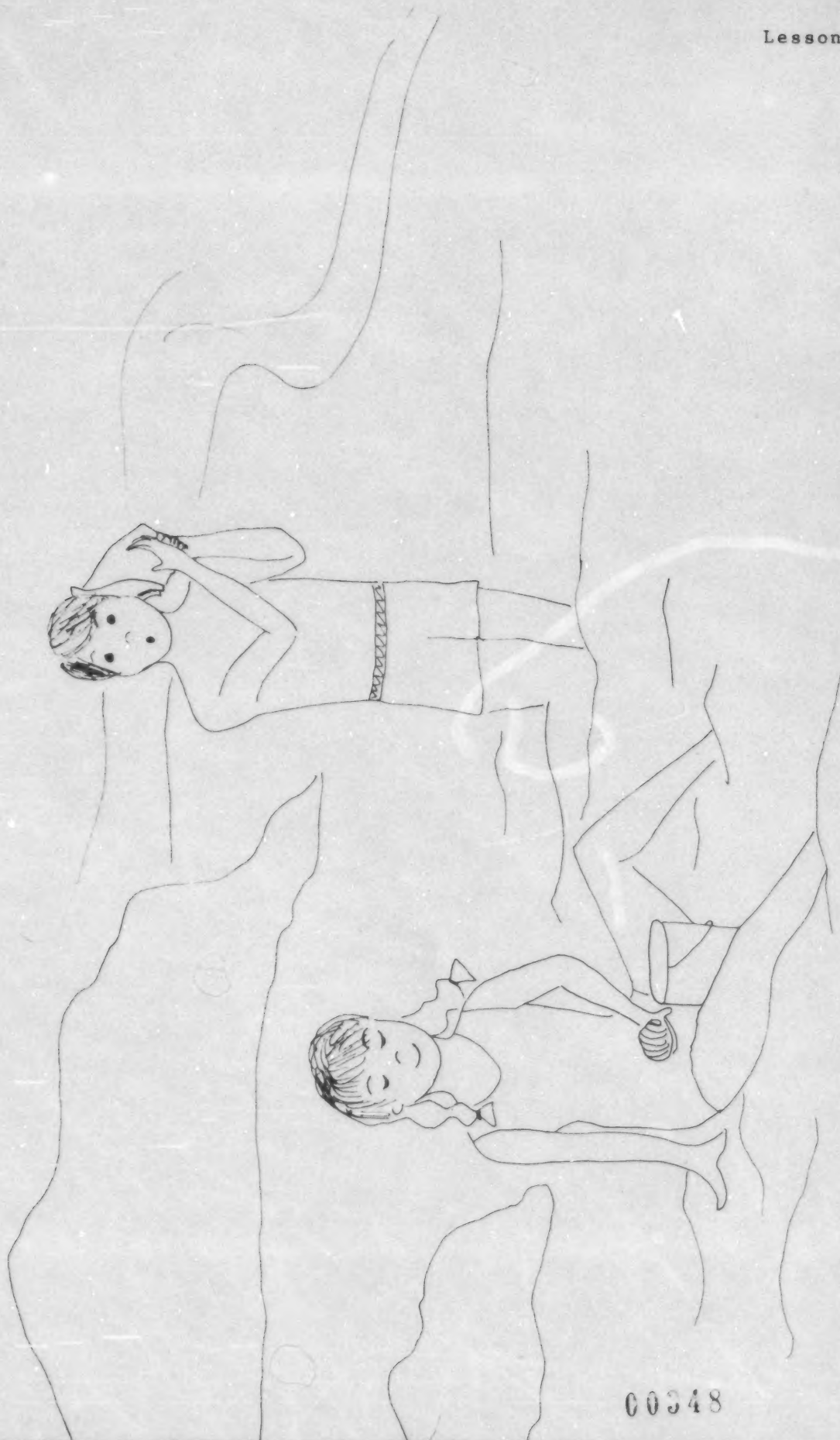
EVALUATION

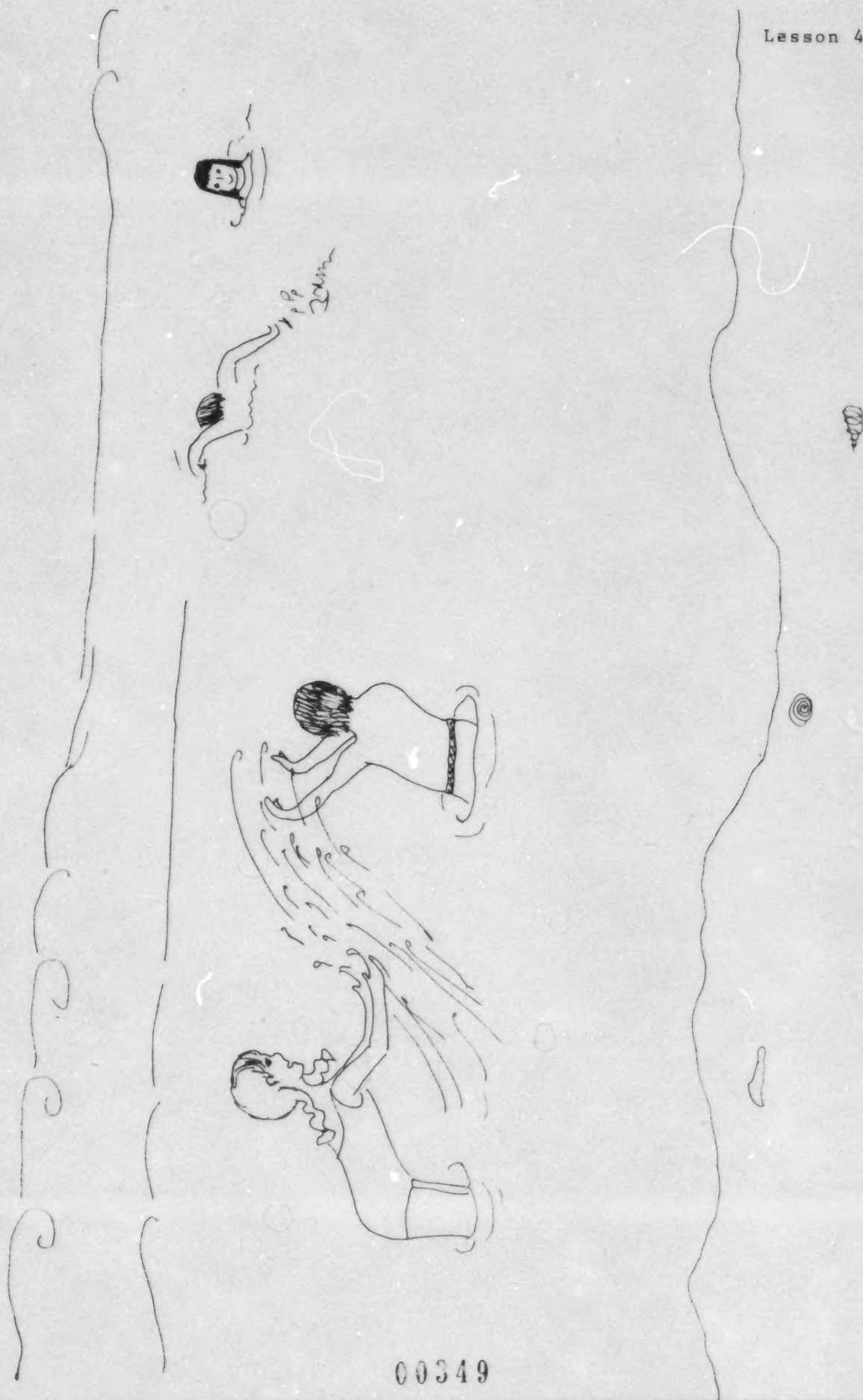
Record the children's performance on step 2.

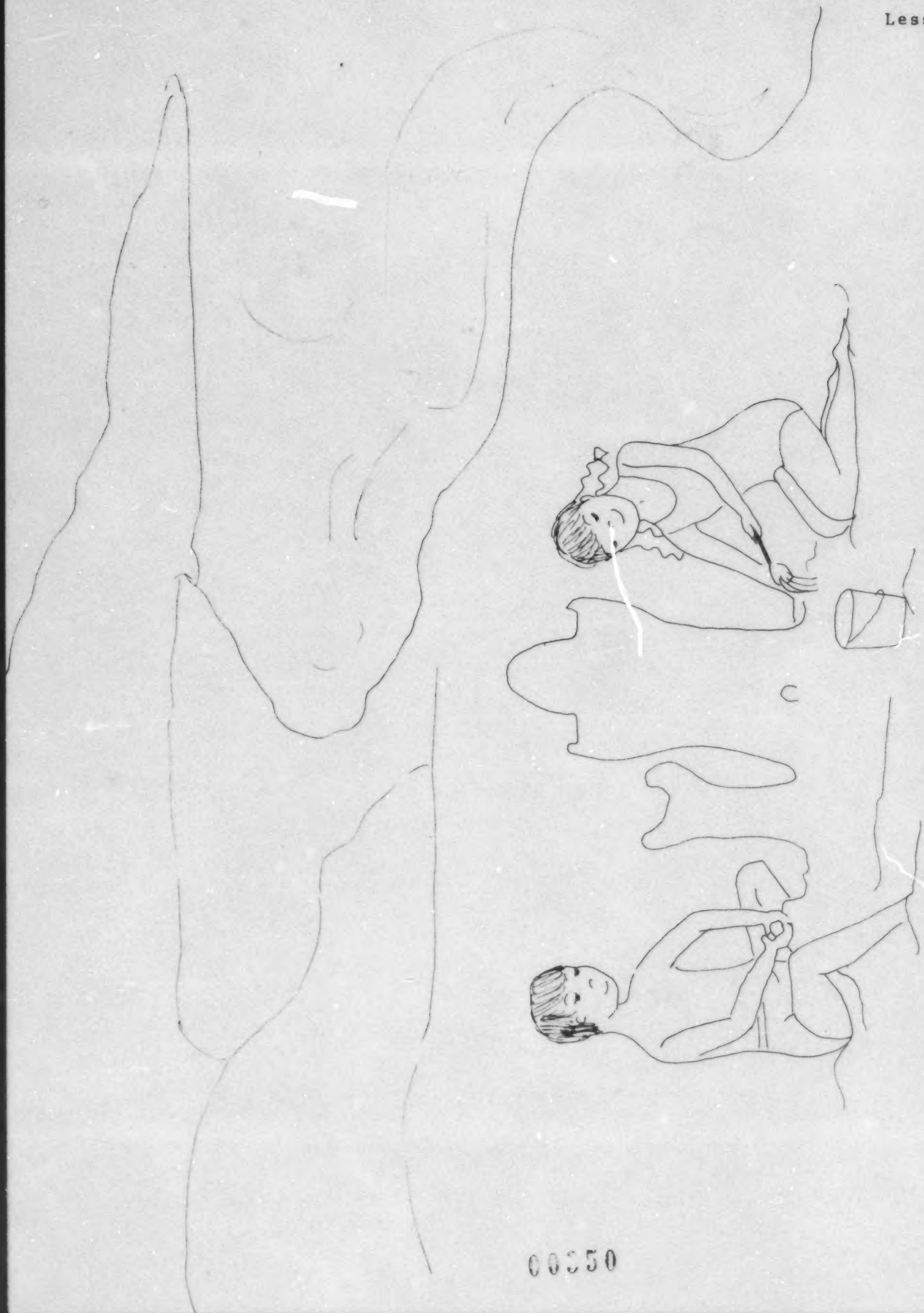












00250

PART FORTY EIGHT

REVIEW OF LESSON TWENTY EIGHT

OBJECTIVES

The children will learn this song:

El lunes antes de almorzar
A una niña fui a visitar
Y ella no podía jugar
Porque tenía que lavar.

Así lavaba, así, así,
Así lavaba, así, así,
Así lavaba, así, así,
Así lavaba, que yo la vi.

El domingo antes de almorzar
A una niña fui a visitar
Y ella sí podía jugar.
Y ella sí podía jugar.

Así jugaba, así, así,
Así jugaba, así, así,
Así jugaba, así, así,
Así jugaba, que yo la vi.

El martes - planchar
El miércoles - barrer
El jueves - trapear
El viernes - coser
El sábado - cocinar

They will be able to answer this question:

¿Qué estoy haciendo?

by using the present participles of the verbs in the song:

lavando	trapeando
planchando	cosiendo
barriendo	cocinando

MATERIALS

Chart with these verses printed on it.

PROCEDURE

1. Say:

Vamos a aprender unas palabras más y
ustedes van a hacer lo que estoy haciendo.

Mime the different action words: lavar (to wash clothes),
planchar (to iron), barrer (to sweep), trapear (to mop),
coser (to sew), cocinar (to cook).

2. Read one verse at a time. Have the children repeat
line by line after you. Translate if necessary.

3. Divide the class into six groups. Give each group a verse to pantomime. The whole group sings the first verse; the smaller groups sing the action verses Así lavaba, etc., with accompanying actions.
4. After the children have learned the song, work with a small group. Do the washing action. Ask:

¿Qué estoy haciendo?

Say:

Lavando.

Ask the group:

¿Qué estoy haciendo?

Have them reply:

Lavando.

Continue throughout the action verbs. Have the children act as questioners.

EVALUATION

Note how well individual children do on step 4.

LESSON FORTY EIGHT

LANGUAGE PATTERNS

¿Que hora es?

Es la una.

Son las

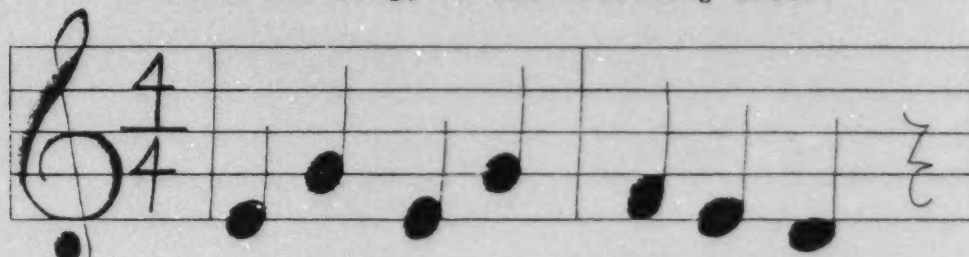
dos.
tres.
cuatro.
etc.

MATERIALS

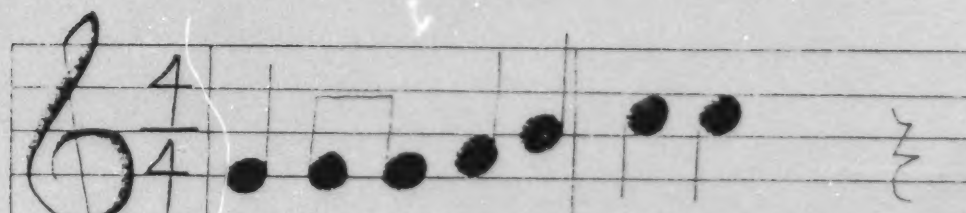
Paper plate clocks, one for demonstration and one for each child in the group.

PROCEDURE

1. On your paper plate mark one o'clock. Show it to the students and sing, to the following music:



Es la una, tra, la, la
Es la una, tra, la, la
Es la una, tra, la, la



¿Que hora es muchachos?

(Translate the last line if necessary).

Help them answer:

Es la una.

Continue in this manner for several hours on the clock.

2. Give each child a paper plate clock.
3. Dictate a time on the hour. Have the children mark the time on their clocks. Ask:

¿Que hora es?

Children:

Son las _____.

Ask individually if you prefer.

4. Clock Games

- a. Divide the group into two teams.
Mark a time on your clock. Ask the first person in one team:

¿Que hora es?

If he can answer, he gets a point. If he can't, the first person on the other team has the chance to answer, and so on.

- b. Give a player of each team a paper plate clock. Call out a time. The first person to show it on his clock wins a point for his team.

c. Materials

A box with twelve compartments
A clock showing a time on the hour for each compartment
A small sized ball or object which can be thrown by a player into a compartment of the box.

Procedure

Note: This game can be played in teams or individually.

1. Have the child toss the ball or small object into any compartment of the box.
2. The child gives the hour marked on the clock where the ball or object fell.
Alternatively, place clocks showing times on the floor; have the children toss a beanbag, and then read the time.

d. Materials

The clock board, pages 353 and 354.

A die.

A token to move on the board for each child.

Procedure

From two to five children can play, or teams can be formed where the members can help each other.

1. The first player throws the die and moves the number of spaces. All say:

¿Qué hora es?

He must reply:

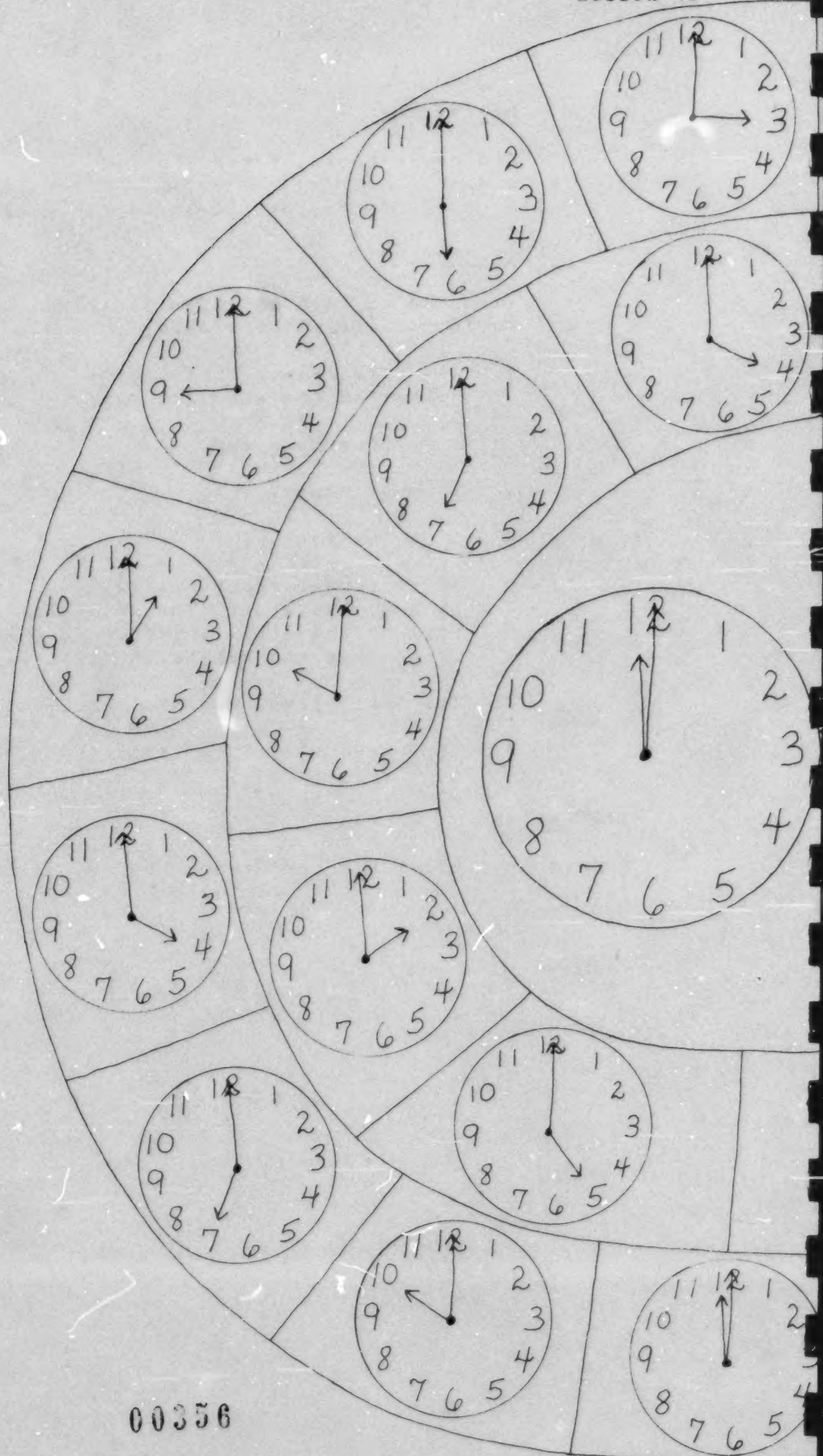
Son las . . .

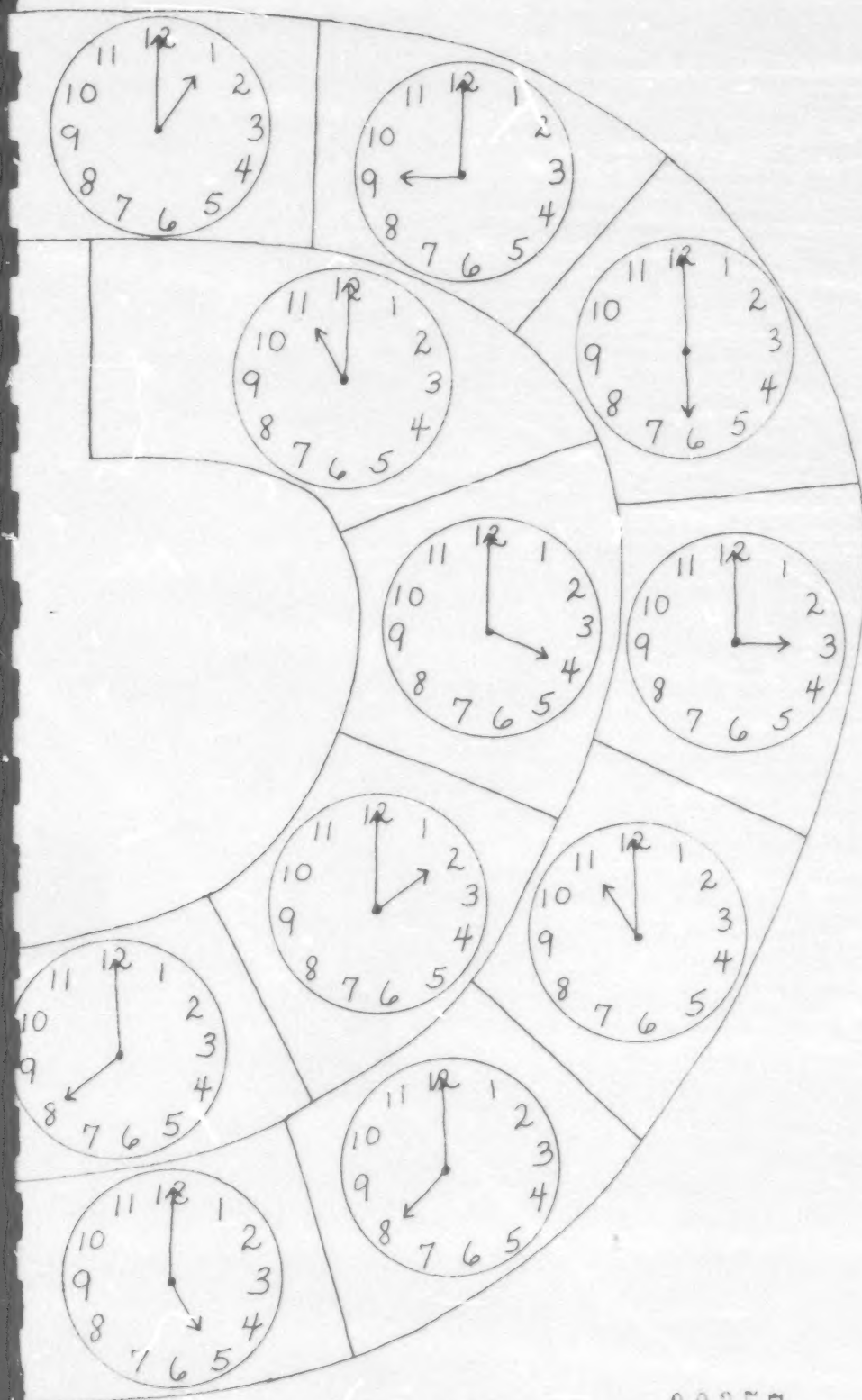
If he cannot reply, or replies wrong, he moves back to the start. He will hear the correct form as the other children have their turns. If he says the time correctly, he remains.

2. The next player has his turn, etc.
3. The first player to reach the center, wins.

EVALUATION

Record the children's performance on any of the clock games.





PART FORTY NINE

REVIEW OF LESSON FORTY TWO

LANGUAGE PATTERNS

Estoy

triste.
contento/a.
enojado/a.

_____ está

triste.
contento/a.
enojado/a.

MATERIALS

Three paper plate faces: one sad, one happy, one angry.

PROCEDURE

1. Hold up each of the faces in turn. Say:

Estoy triste.

Have the children repeat after you.

2. Place the three faces, face-down, on the table. Have each child take one face, hold it up, and say the appropriate sentence.
3. Have each child take a face and hold it up. Have the group say:

_____ está

contenta.
contento.
enojado.
enojada.
triste.

EVALUATION

Record the children's performance on steps 2 and 3.

LESSON FORTY NINE

LANGUAGE PATTERNS

Juan se levanta a las siete.

Juan dice, "Me levanto a las siete."

Juan se va a la escuela a las ocho.

Juan dice, "Me voy a la escuela a las ocho."

Juan come a las doce.

Juan dice, "Como a las doce."

Juan sale de la escuela a las tres de la tarde.

Juan dice, "Salgo de la escuela a las tres de la tarde."

Juan cena a las siete de la tarde.

Juan dice, "Ceno a las siete de la tarde."

Juan se acuesta a las nueve.

Juan dice, "Me acuesto a las nueve."

¿Qué hace Juan?

¿Qué dice Juan?

MATERIALS

Pictures, one for each child, see pages 359-364.

PROCEDURE

1. Review "¿Qué horas son?" Show each picture, point to the clocks and ask:

¿Qué horas son?

Have the group reply:

Son las _____.

2. Give everyone picture number 1. Tell the group that they are going to write in the captions. Tell them that these words go under the picture:

Juan se levanta a las siete.

Write the words on the board, or show them on a chart.

Ask:

¿Qué hace Juan?

Have the group answer together a couple of times, and then ask individuals.

Juan se levanta a las siete.

Have them copy the captions onto their pictures. Translate if necessary.

3. To teach the verb endings: Tell them they are going to write in the bubble what Juan is saying. Say:

Juan dice, "Me levanto a las siete."

Ask:

¿Qué dice Juan?

Direct them to reply:

Me levanto a las siete.

Translate if necessary. Point out that when you talk about yourself, you say, "Me levanto"; when Juan talks about himself, he says, "Me levanto." When you talk about someone else, you say "Juan se levanta."

4. Ask:

¿Qué hace Juan?

Help the children reply:

Juan se levanta.

Ask:

¿Qué dice Juan?

Help them reply:

Me levanto a las siete.

Alternate these two questions a couple of times. Ask the children to translate them for you if you think they do not understand them.

5. Continue with the same procedure for each of the pictures.

6. Do a Substitution Drill, either during this or another session. Say:

me levanto

Have the children say:

Juan dice, "Me levanto a las siete."

Say:

se levanta

Have the children say:

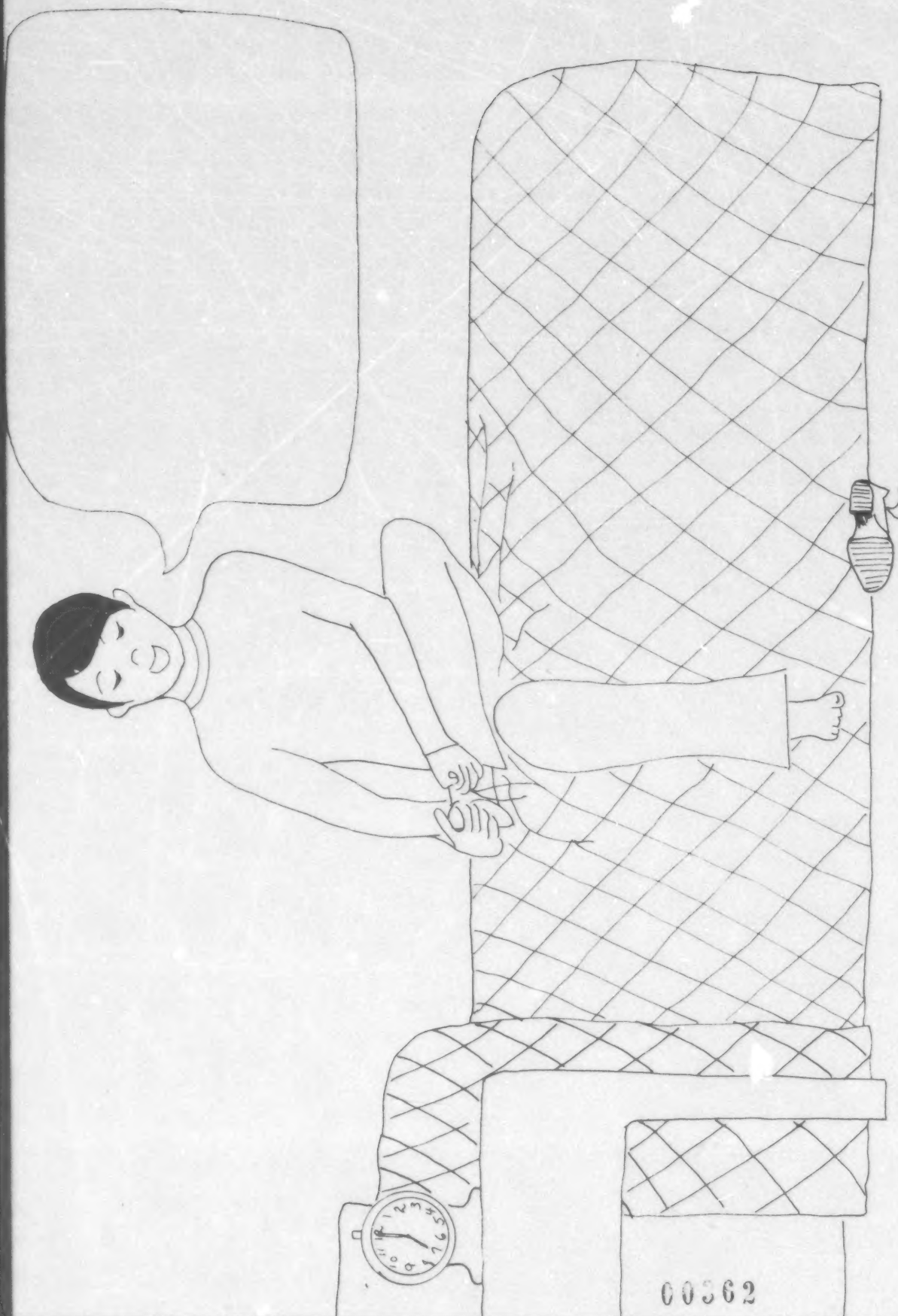
Juan se levanta.

Continue: se va a la escuela; me voy a la escuela; come; como; sale de la escuela; salgo de la escuela; cena a las siete; ceno a las siete; se acuesta a las nueve; me acuesto a las nueve.

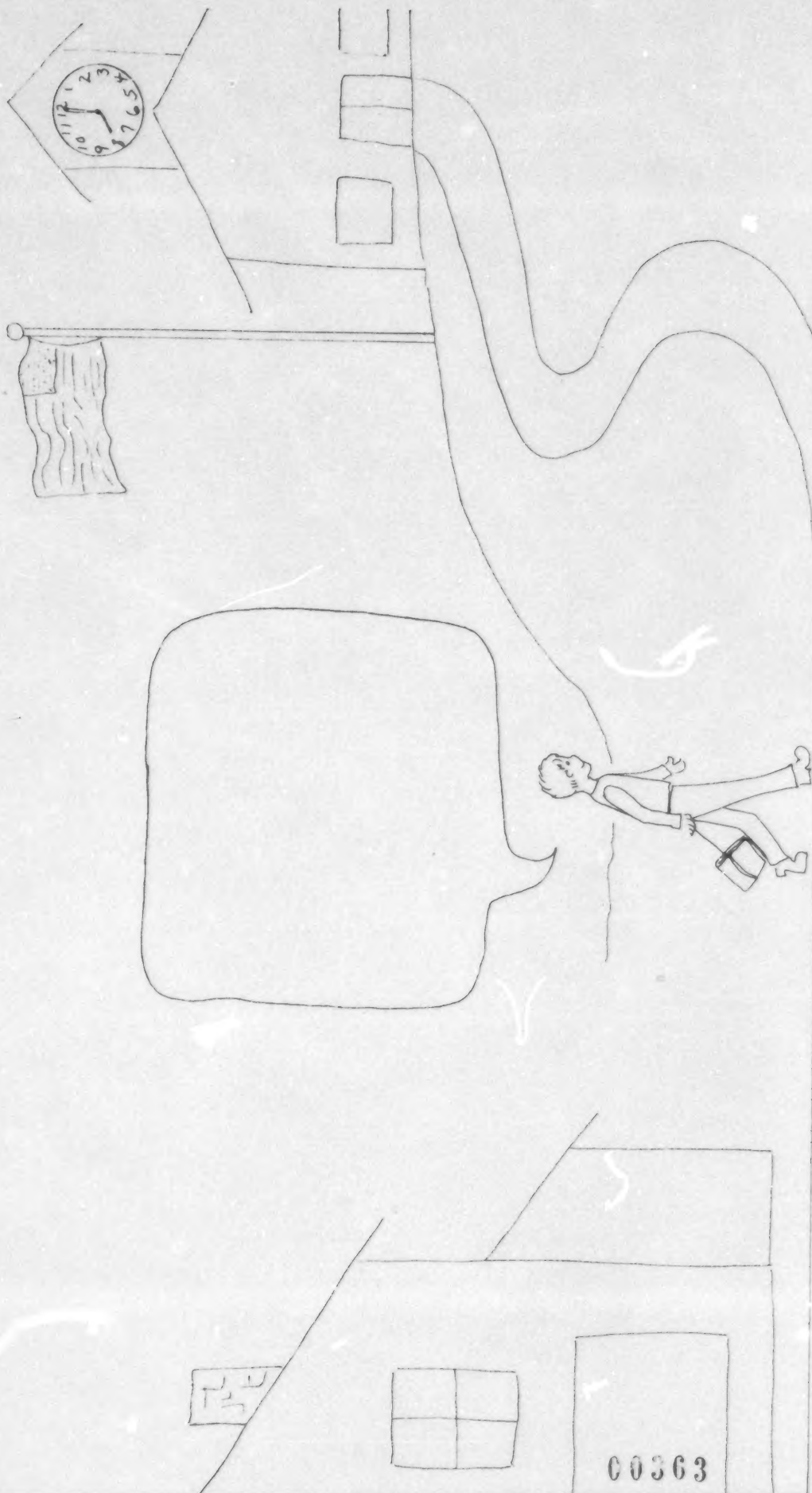
NOTE: It is better to do parts of this drill, very briefly, on different occasions, than to tire the group by going through all the verbs at one time.

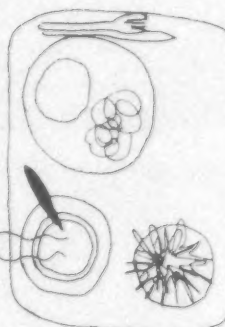
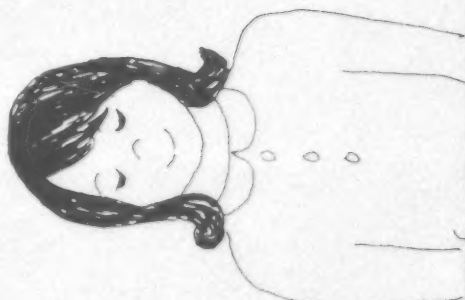
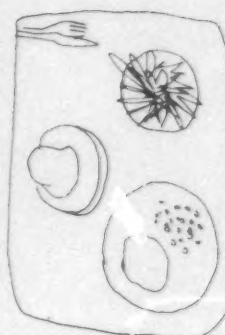
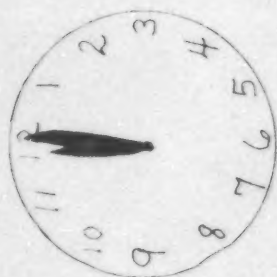
EVALUATION

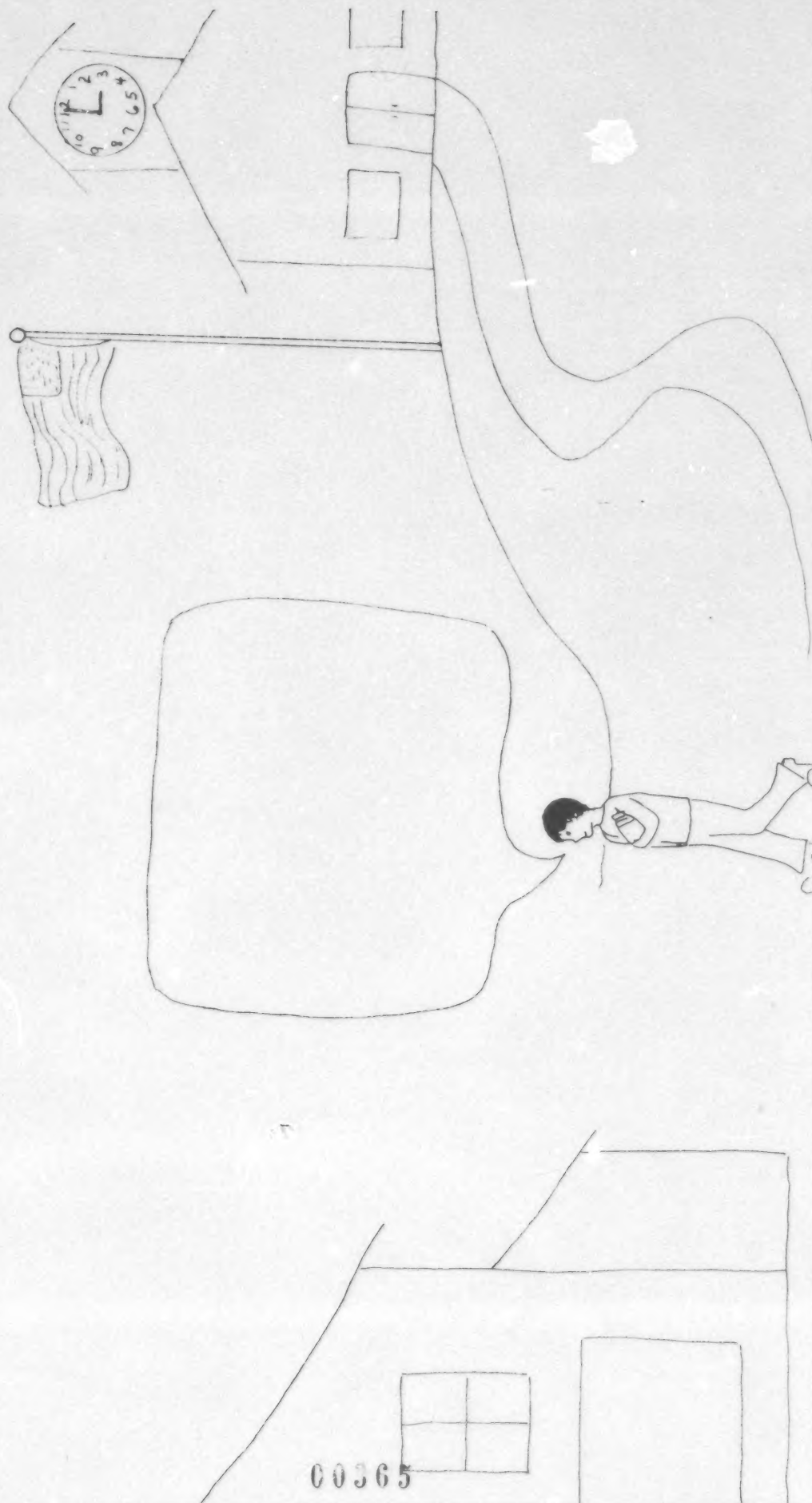
Record the children's performance on steps 5 and 6. Ask individual children to respond.



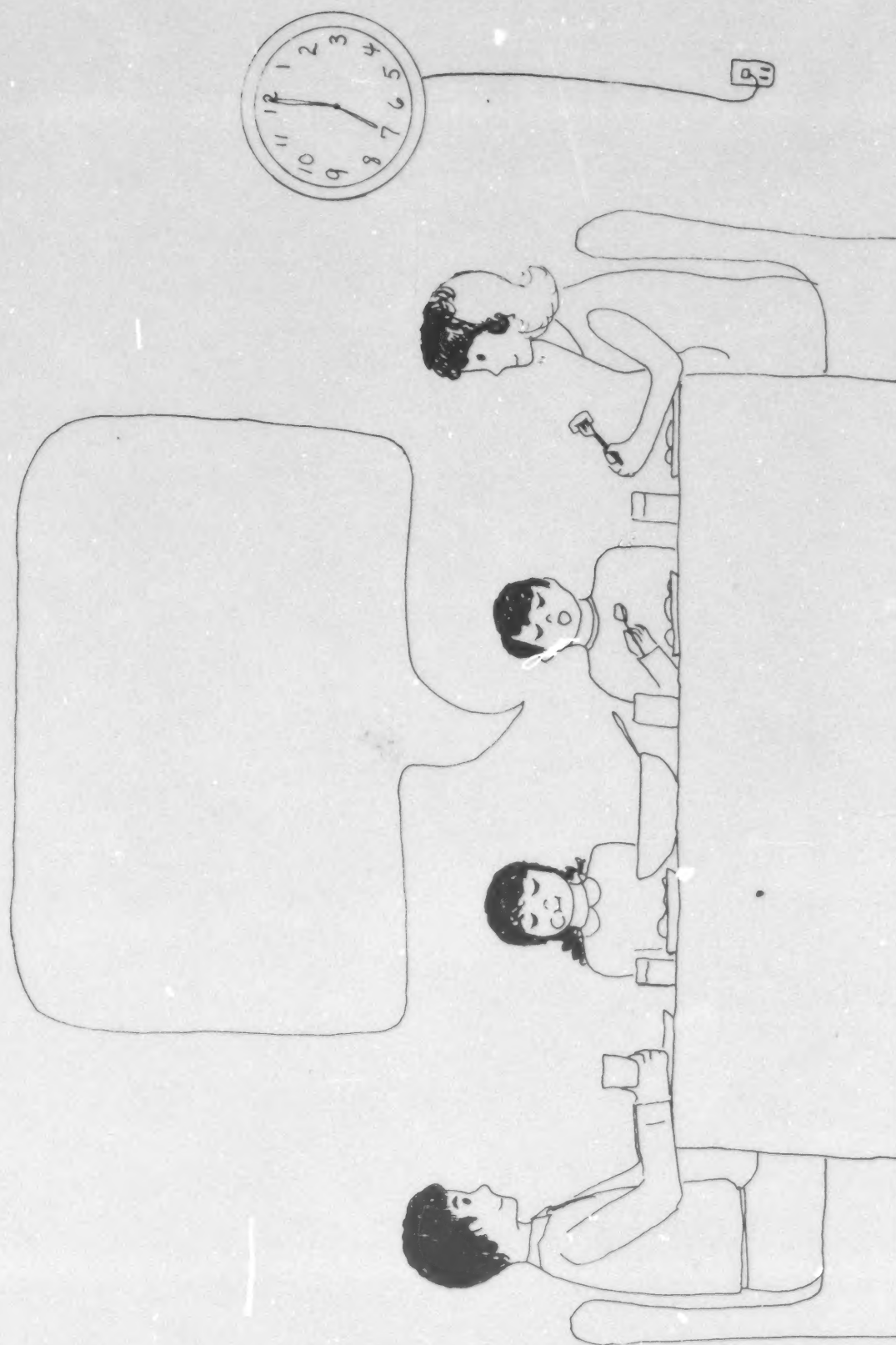
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PART FIFTY

REVIEW OF LESSON THIRTY SEVEN

LANGUAGE PATTERNS

Chris
Marta

está

escribiendo con el lápiz.
jugando con la pelota.
cortando con las tijeras.
borrando con el borrador.
dibujando con las crayolas.
pintando con la brocha.

MATERIALS

The board game, mounted on poster board and covered with contact paper. (See Lesson 37.)

Tokens for moving on the board.

A die or number wheel with numbers up to 6.

PROCEDURE

1. Review the nouns lápiz, brocha, tijeras, borrador, crayolas, pelota.
Review: ¿Qué estoy haciendo? as you mime the action verbs.

2. Show Marta and Chris on the board. Say, pointing:

Ella se llama Marta.

El se llama Chris.

3. Point to each picture in the game in turn. When you indicate an action picture, use the sentence which appears in the objective and mime the action. When you indicate a picture of an object, simply say its name.

Have the children repeat after you, and have them mime the action.

4. Indicate the pictures and see if the children can remember the language for each one. Help them if they cannot.
5. Play the game. An ideal number would be between four and six players. The first player rolls the die and moves the appropriate number of squares. If he can say the language that goes with that square, he can remain. If he cannot, he moves back one square.

If he cannot say that language either, he moves back one until he can. He may arrive back at the start, but he will get another turn,

(Pairs of children could play).

The first one to reach the end wins. Use some of these expressions when playing the game.

Avienta el dado. ¿Qué número tienes?

Mueve _____ cuadritos. Dime lo que es.

Allí quédate. Mala suerte, tienes

que regresar un cuadrito. Ahora,

dime, ¿qué es? ¿Quién sigue? ¿A quién

le toca?

EVALUATION

Record the children's performance during the game.

LESSON FIFTY

LANGUAGE PATTERNS

¿A qué hora te levantas?
Me levanto a las siete.

¿A qué hora te vas a la escuela?
Me voy a la escuela a las ocho.

¿A qué hora comes?
Como a las doce.

¿A qué hora sales de la escuela?
Salgo de la escuela a las tres.

¿A qué hora cenas?
Ceno a las siete.

¿A qué hora te acuestas?
Me acuesto a las nueve.

MATERIALS

The same pictures as for the last lesson.
A paper plate clock for each child.

PROCEDURE

1. Review the times shown in each picture by holding up the picture and asking:

¿Qué hora es?

This can be done as a Chain Drill.

2. Review the first person form of the verb. Hold up each picture and ask:

¿Qué dice Juan?

Have the children reply (without saying "Juan dice"):

Me levanto a las siete, etc.

3. Give each child a paper plate clock. Tell them that they are going to tell the group what time they do the things that Juan does.

Ask each child what time he gets up. Help them show their times to the nearest hour.

Ask each child:

Mary, ¿a qué hora te levantas?

Help them reply, reminding them how Juan told what time he did things:

Me levanto a las . . .

4. Have the children draw pictures of themselves getting up etc. Have them write their captions in bubbler.

EVALUATION

Record the children's performance on step 3.

PART FIFTY-ONE
REVIEW OF LESSON FORTY-FIVE

LANGUAGE PATTERNS

Fui a la tienda y compré frutas, leche,
carne y pan. (Use other things if
you wish.)

Fui al aeropuerto y vi los aviones, a los
pilotos, a los sobrecargos, los troques/
camiones de gasolina, a cargadores de
maletas.

Fui al parque y vi muchos pájaros, los
niños jugando, a un señor vendiendo
helados, a un señor vendiendo globos,
a los niños en los columpios, un kiosco.

Fui al parque zoológico y vi un elefante,
un león, un oso, una cebra, una jirafa,
una panda.

MATERIALS

Empty cartons, etc., for a store.

Writing paper.

Crayolas.

Drawing paper.

Teacher's set of zoo animal masks, pages 327-329.

The mural of the airport.

PROCEDURE

La Tienda

1. Show the store goods and say:

Teacher: ¿Qué es esto?

Es una lata de tomates. ¿Qué es?

Children: Es una lata de tomates.
etc.

List the names on the chalkboard;

una lata de tomates

una barra de pan

etc.

2. Place all the store goods on the table. Select three and say:

Fui a la tienda y compré _____, _____ y _____.

Translate if necessary.

3. Have each child select three store things from the table and say:

Fui a la tienda y compré _____, _____ y _____.

Assist them if necessary.

4. Write on the chalkboard:

Fui a la tienda y compré _____, _____ y _____.

Have the children write this on their papers and complete it with what they bought at the store. Encourage them to draw on the same sheet the things they bought at the store.

EVALUATION

Record the children's performance in step 3.

El Aeropuerto

1. Use the mural the children prepared for Lesson 45. Have the children go to the mural one at a time, point to three things, and say:

Fui al aeropuerto y vi _____, _____ y _____.

(Model for them first.)

This activity can also be done as a game: divide the group into two teams and record points for each complete statement.

EVALUATION

Record the children's performance on step 1.

El Parque

1. On the chalkboard write:

Fui al parque y vi un pájaro, a un señor
vendiendo helados, a un señor vendiendo
globos, a los niños jugando, etc.

Have the children repeat these phrases after you.
Translate if necessary.

2. Have the children draw the things they saw at the park. Have them label their pictures. Assist them when necessary.

EVALUATION

Record the children's performance in step 2. Have the children read their captions to you.

El Parque Zoológico

1. Hold up the zoo animal masks, one at a time, as you say:

Fui al parque zoológico y vi _____.

Have the children repeat after you.

2. Do these Substitution Drills.

- a. Tell them that every time you hold up a mask and say:

Fui al parque zoológico y vi _____.

that they have to give you the name of the animal.

- b. Tell them that this time you will say the name of the animal and they will have to say:

Fui al parque zoológico y vi _____.

Assist them at first. For example:

T: (Place the mask of a bear in front of
your face.) un oso

T/S: Fui al parque zoológico y vi un oso.

T: (mask of a lion) un león.

S: Fui al parque zoológico y vi un león.

3. The children can draw some zoo animals. Assist them with the captions. Have them make their own "Fui al parque zoológico" books.

EVALUATION

Record the children's performance in step 2.

LESSON FIFTY-ONE

LANGUAGE PATTERNS

El lunes
El martes
El miércoles
El jueves
El viernes
El sábado
El domingo

limpié mi bicicleta.
jugué con mis amigos.
fui a la tienda con mi papá.
visité a mi abuelita.
fui a la fiesta de mi primo.
fui a la biblioteca.
jugué en el parque.

MATERIALS

A pocket chart wide enough to fit the sentences.

Phrase strips.

limpié mi bicicleta.

El lunes

 etc.

PROCEDURE

1. Hold up two phrase strips at a time: a day and what was done. Read them to the group having the children repeat after you. For example:

El lunes limpié mi bicicleta.

El martes jugué con mis amigos.

2. Place the days in the pocket chart; place cards of actions face down. Have a volunteer select an action card and help him read it. The child can place it by the day he chooses on the pocket chart. Have him read the complete sentence.

Continue for the rest of the phrases, with each child doing one sentence.

3. Place all the action phrases face up on the table; the days on the chart. Have one child at a time at the pocket chart. Say a sentence, for example:

El miércoles fui a la biblioteca.

Have the child place the action strip correctly on the chart.

Continue in the same manner with the rest of the phrases.

4. Game: "Ahora, ¿Qué dice?"

Have two teams. One team arranges the action phrases with the day in the pocket chart. Children from the other team, one at a time, read a sentence. When all the sentences have been read, the teams exchange places. Give each team a point for every sentence read correctly. The team with the most points wins.

5. Have the children make booklets, one page per day. They can choose which activity goes with which day, illustrate accordingly, and copy the captions.

EVALUATION

Record the children's performance in steps 2 and 4.

PART FIFTY-TWO-A
REVIEW OF LESSON SIXTEEN

LANGUAGE PATTERNS

Me gusta	jugar con la pelota. brincar. dibujar. pintar.
----------	---

MATERIALS

Use action pictures as for Lesson 16.

Jump rope.

Crayolas.

Paint brush.

Ball.

PROCEDURE

1. Have the group in a circle, and stand in the center. The children should watch how you mime actions. Mime an action, saying:

Me gusta _____.

Then direct the group to do the same action and to say the sentence with you.

2. This time call out a sentence and have the group mime and say it for you. Have individuals perform.
3. Make a class "Me gusta" book. Let the children draw a picture to illustrate one, two or more things they like to do which have already been presented. Assist them with the captions. Let them color them. Place all of their pictures in a class "Me gusta" book for the reading center.

EVALUATION

Record the children's performance on step 2.

PART FIFTY-TWO-B
REVIEW OF LESSON FORTY

LANGUAGE PATTERNS

(No) me gusta jugar

a las muñecas. al fútbol. a la cuerda. a la pelota.
--

¿A qué te gusta jugar?

MATERIALS

Pictures of these things, or of children playing with these things.

Drawing paper.

PROCEDURE

1. Show each action picture. Say:

Me gusta jugar al fútbol.

Have the children repeat. Ask:

¿A quién no le gusta jugar al fútbol?

Have those that do not like to play football say:

No me gusta jugar al fútbol.

Give the children an opportunity to say what they like or do not like to play.

2. Ask individually:

_____, ¿a qué te gusta jugar?

Place the cards on the rail of the chalkboard.
Ask a child:

¿A qué te gusta jugar?

Have him select a picture from the chalkboard and say:

Me gusta jugar _____.

Ask the same child"

¿A qué no te gusta jugar?

Translate if necessary. He might reply:

I like to play everything.

Model the Spanish for "I like to play everything."

Me gusta jugar a todo.

Have him repeat. Encourage the whole group to repeat:

Me gusta jugar a todo.

Otherwise, have him select a picture and say:

No me gusta jugar _____.

3. Have each child make a "Me gusta jugar" booklet. On the cover have him draw a picture of himself. Have him draw on separate sheets what he likes to play. Assist the children with the captions.

EVALUATION

Record the children's performance on step 2.

LESSON FIFTY-TWO

LANGUAGE PATTERNS

El bebé puede gatear.
El niño puede brincar
la cuerda.
El señor puede levantar
cien libras.
La niña puede manejar una
bicicleta.
La muchacha puede nadar.
La señora puede manejar
un tractor.

Los bebés pueden gatear.
Los niños pueden brincar
la cuerda.
Los señores pueden levantar
cien libras.
Las niñas pueden manejar
una bicicleta.
Las muchachas pueden nadar.
Las señoras pueden manejar
un tractor.

MATERIALS

Two cubes, one showing the singular pictures, one showing the plural pictures, pages 380-381. Ditto a set for each child.

PROCEDURE

1. Show the group the singular cube. Indicate one picture at a time and say:

El bebé puede gatear.

Have the children repeat after you. Translate if necessary.

2. Do a Substitution Drill, giving the children one word as you show the picture:

gatear

The children have to say:

El bebé puede gatear.

3. Repeat these two steps using the plural cube.
4. Place corresponding pictures side by side and say:

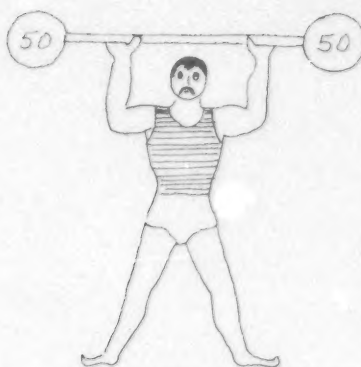
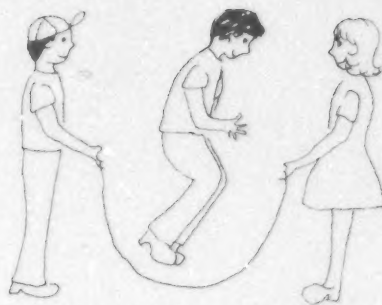
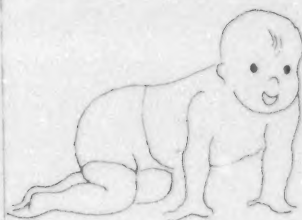
El bebé puede gatear; los bebés pueden gatear.

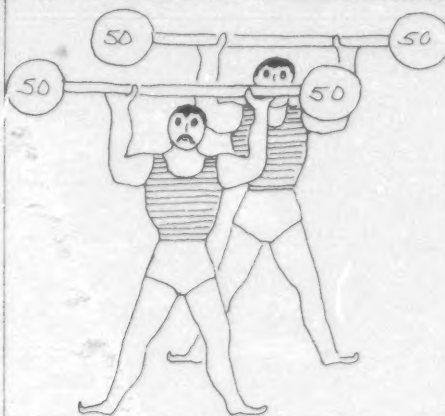
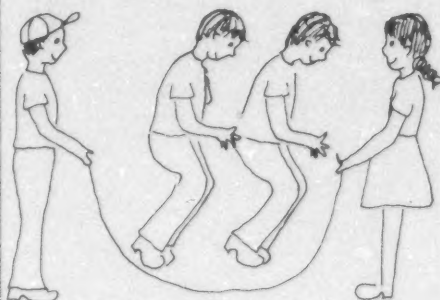
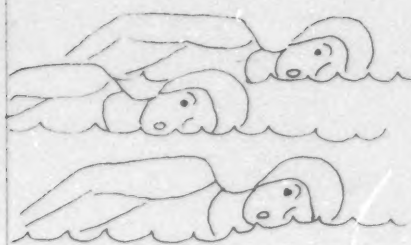
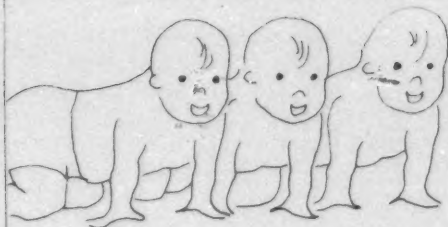
Have the children repeat after you. Or, say one of the sentences and have the children indicate the correct picture.

5. Have the children take turns to revolve a cube behind their backs, place it on the table, find the corresponding picture on the other cube, and ask another child for the two sentences. This can be a game: give points for correct answers.
6. Distribute cubes for the children to color and assemble. Encourage them to ask each other to name the pictures correctly.

EVALUATION

Record the children's performance on step 5.





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PART FIFTY-THREE
REVIEW OF LESSON TWENTY-FIVE

LANGUAGE PATTERNS

En (Cucamonga) (or your neighborhood) hay una

iglesia.
tienda.
oficina de correos.
estación de bomberos.
gasolinera.

MATERIALS

Photographs of the community if possible; if not, magazine cutouts.

PROCEDURE

1. Mount the pictures on the board or wall chart, for easier viewing.
2. As you point to each picture, say:

En (Cucamonga) hay una _____.

Have the children repeat.

3. Do a Substitution Drill. Point to the picture and give its name. The children have to give the complete statement as in the language patterns. Assist the group at first. For example, say:

(Pointing to the church) iglesia

T/Ch: En Cucamonga hay una iglesia.

T: Tienda

Ch: En Cucamonga hay una tienda. (etc.)

4. Have individual children come to the chart and point to at least three pictures and use the correct sentence pattern.

5. Have the group make individual booklets of what there is in the community. Have them draw the things already mentioned, and any others they might want to add. Assist them with the caption for each picture. If possible, write the sentences on another chart or chalkboard:

En Cucamonga hay una iglesia.

En Cucamonga hay una tienda.

En Cucamonga hay una oficina de correos. etc.

Have them take the booklets home after they have finished them.

EVALUATION

Record the children's performance on step 4.

LESSON FIFTY-THREE

LANGUAGE PATTERNS

¿Qué puedes ver?

Puedo ver

una iglesia.
una gasolinera.
una tienda.
un parque.
una montaña.
un aeropuerto.
la playa.

MATERIALS

A chart with pictures of the things listed in the language patterns arranged on it.

The cardboard tube from a kitchen towel.

Medium sized cardboard box.

PROCEDURE

1. Name the objects, having the children repeat after you.
2. Take the cardboard tube, use it as a telescope, look at the chart and say:

Puedo ver una iglesia, etc.

Give the "telescope" to a child. Ask him:

¿Roy, ¿qué puedes ver?

Have him tell you two or three things:

Puedo ver _____, _____ y _____.

3. Have him give the telescope to the next person, and ask:
María, ¿qué puedes ver?

EVALUATION

Record the children's performance on steps 2 and 3.

PART FIFTY-FOUR
REVIEW OF LESSON THIRTY-SEVEN

LANGUAGE PATTERNS

Chris
Marta

está

escribiendo con el lápiz. jugando con la pelota. cortando con las tijeras. borrando con el borrador. dibujando con las crayolas. pintando con la brocha.

MATERIALS

The board game from Lesson 37, page 273, mounted on poster board and covered with contact paper.

Tokens for moving on the board.

A die or number wheel with numbers up to 6.

PROCEDURE

1. Review the nouns lápiz, brocha, tijeras, borrador, crayolas, pelota.

Review: ¿Qué estoy haciendo? as you mime the action verbs.

2. Show Marta and Chris on the board. Say, pointing:

Ella se llama Marta.

Él se llama Chris.

3. Point to each picture in the game in turn. When you indicate an action picture, use the sentence which appears in the objective and mime the action. When you indicate a picture of an object, simply say its name.

Have the children repeat after you, and have them mime the action.

4. Indicate the pictures and see if the children can remember the language for each one. Help them if they can't.

5. Play the game. An ideal number would be between four and six players. The first player rolls the die and moves the appropriate number of squares. If he can say the language that goes with that square, he can remain. If he can't, he moves back one square. If he can't say that language either, he moves back one until he can. He may arrive back at the start, but he will get another turn.

(Pairs of children could play.)

The first one to reach the end wins.

Use some of these expressions when playing the game.

Avienta el dado. ¿Qué número tienes?

Mueve ____ cuadritos. Dime, ¿qué es?

Allí quédate/Mala suerte, tienes

que regresar un cuadrito. Ahora,

dime, ¿qué es? ¿Quién sigue?/ ¿A

quién le toca?

EVALUATION

Record the children performance during the game.

LESSON FIFTY-FOUR

LANGUAGE PATTERNS

Chris
Marta

dice, "Voy a

escribir."
pintar."
jugar."
dibujar."
cortar."
borrar."

MATERIALS

The board game from Lesson 37, page 273.

Tokens for moving on the board.

A die or number wheel with numbers up to 6.

PROCEDURE

1. Show Marta and Chris on the board. Say, pointing:
Ésta es Marta y éste es Chris.
2. Point to the pictures on the board. When you indicate an action picture, use the sentence which appears in the objective. When you indicate a picture of an object, simply say its name. Have the children repeat after you.
3. Do the same as for step 2, having the children say the sentences or words. Point to the picture, and see if they remember the language for each picture. Help them if they can't.
4. Play the game with 4 to 6 players. The first player rolls the die and moves an appropriate number of squares. If he can say the language that goes with that square, he can remain. If he can't, he moves back one square. If he can't say that language either, he moves back one until he can. He may arrive back at the start, but he will get another turn. The first one to reach the end wins. Pairs of children could play.

EVALUATION

Record the children's performance as they play the game.

PART FIFTY-FIVE
REVIEW OF LESSON THIRTY

LANGUAGE PATTERNS

Mario tiene mucha ropa nueva.

Mario se pone

su camisa blanca. sus pantalones azules. sus calcetines blancos. sus zapatos negros. su faja/cinturón café. su chaqueta azul.
--

¿Qué se pone Mario?

MATERIALS

A felt figure, Mario, page 238.

Felt figure garments for him, page 239.

A Mario doll and cutout clothes for each child, pages 238-239.

PROCEDURE

1. Introduce Mario again. Say:

Éste es Mario.

2. Place the Mario felt figure on the flannel board.
Placing the felt garment on Mario, say:

Mario se pone su camisa blanca.

Ask:

¿Qué se pone Mario?

Assist the group with their reply:

Se pone su camisa blanca.

Do the same with the rest of the garments.

3. Have one volunteer at a time take your place.
4. Have the children color the cutouts to take home. Assist the children with individual word or phrase labels for the back of the cutouts.
5. Play the game: El Lobo. (See page 237.)

EVALUATION

Record the children's performance on step 2. Ask individual children.

LESSON FIFTY-FIVE

LANGUAGE PATTERNS

¹Era día de las brujas. Yo me vestí de calavera. Mi hermanito se vistió de Frankenstein y mi hermanita se vistió de bruja. ²Los tres salimos a la calle y fuimos a pedir dulces a las casas. ³Teníamos miedo, la noche estaba oscura y los perros ladraban mucho. ⁴Nos divertimos mucho esa noche. Volvimos a casa con dulces, frutas y galletas.

MATERIALS

- Four story pictures for demonstrating the story. (See pages 332-335.)
- A set of story pictures for each child.

PROCEDURE

1. Show picture #1. Read the caption of this picture. Write the caption on the board. Have the children repeat after you. Read the captions the second time.
Ask:

¿Qué día era?

¿De qué se vistieron los niños?

2. Show picture #2. Read the caption as in step 1.
3. Show picture #3. Read the caption as in step 1.
Ask:

¿Cómo estaba la noche?

¿Tenían miedo los niños?

¿Qué hacían los perros?

Assist the children with their replies.

4. Show picture #4. Read the caption as in step 1. Ask:

¿Se divertieron los niños?

¿Con qué volvieron los niños a casa?

Assist the children with their replies.

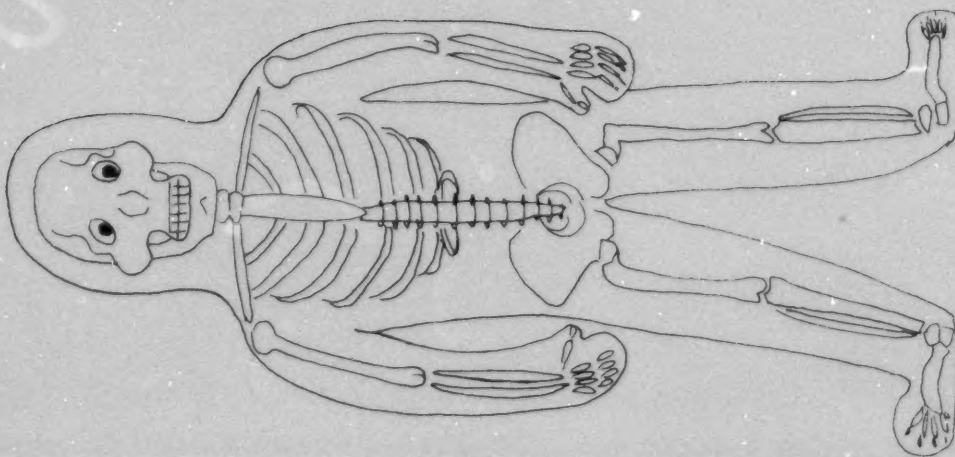
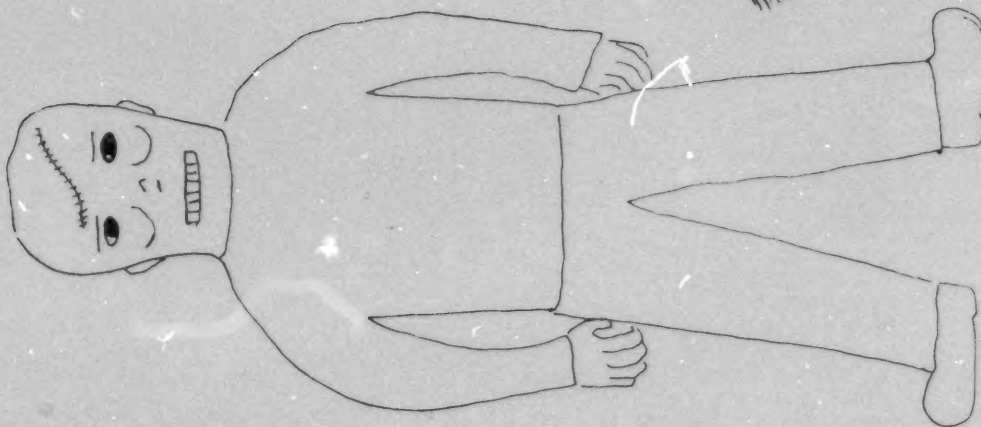
5. Pass out a set of pictures to each child in the group. Have the children copy captions from the board. The children can color their books if they so desire.

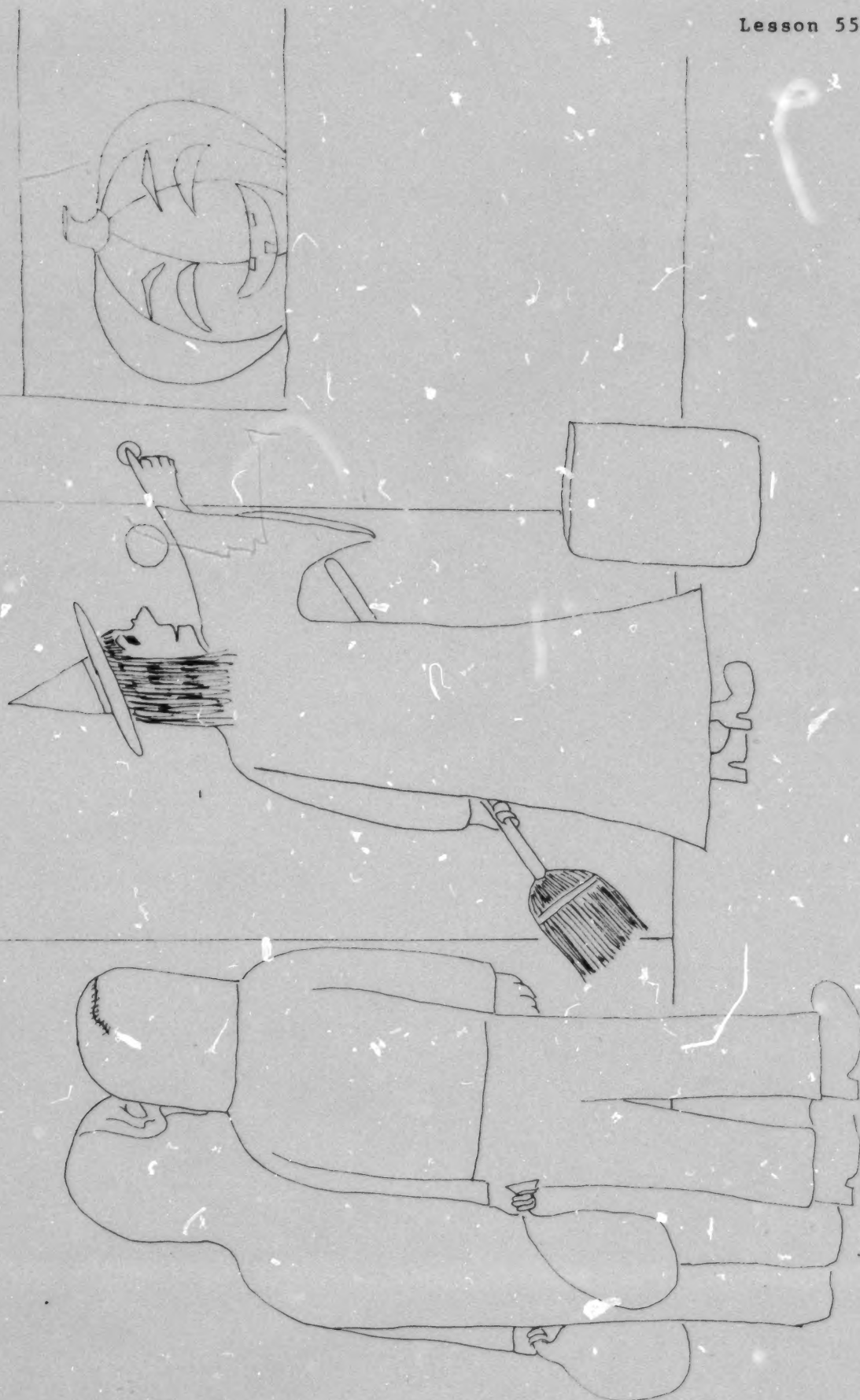
Have them read their captions before they take the sets of pictures home.

Keep some sets of pictures for display, or display them for some time before sending them home.

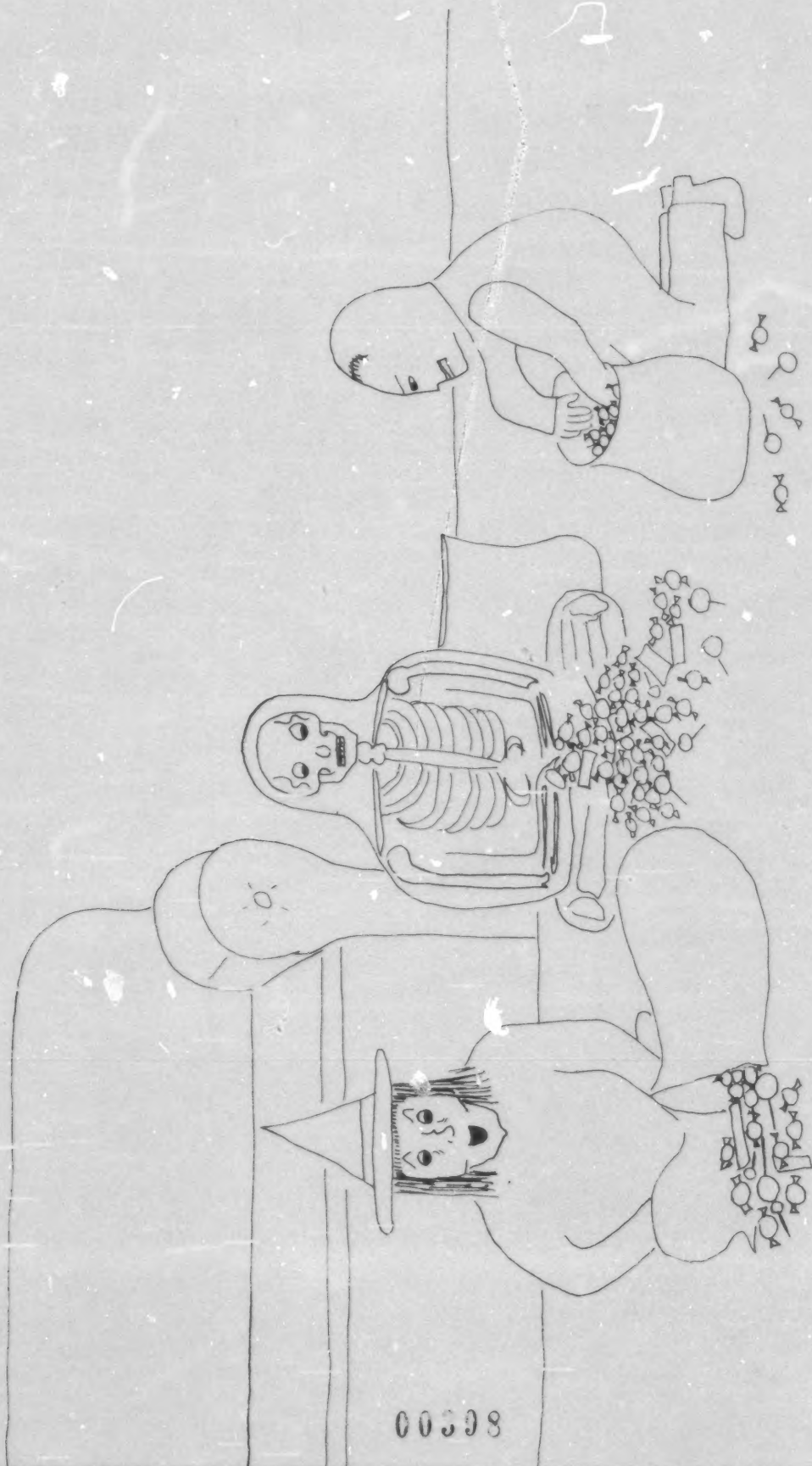
EVALUATION

Record the children's performance as they read the captions to their pictures.









PART FIFTY-SIX

REVIEW OF LESSONS 22a, 22b, 22c

LANGUAGE PATTERNS

¿Qué dice

el niño?
la niña?

En las mañanas

me levanto.
desayuno.
me voy a la escuela.

En la escuela

leo mi libro.
juego con mis amigos.
escribo las letras.

En las tardes

le ayudo a mamá.
ando en bicicleta.
voy a la tienda.

¿Qué haces en

las mañanas?
la escuela?
las tardes?

MATERIALS

Use pictures for Lessons 22a, 22b, and 22c, pages 180-182.

Crayolas.

PROCEDURE

1. Show the group one picture at a time. Read the captions and ask:

¿Qué dice

el niño?
la niña?

Assist the children with their responses.

Ask individually:

¿Qué haces en

las mañanas?
la escuela?
las tardes?

Assist the children with their responses.

2. Do a Chain Drill.
3. Have the children draw what they do in the mornings, at school, and in the afternoons. Assist them with their captions.

EVALUATION

Record the children's performance on step 2.

LESSON FIFTY-SIX

LANGUAGE PATTERNS

Les tengo miedo a

los fantasmas.
las brujas.
las casas de espantos.

¿Les tienes miedo a _____?

Mi

hermanito
hermanita

 les tiene miedo a _____.

Sí
No, no

 les tengo miedo a

los
las

 _____.

MATERIALS

Pictures from magazines etc. of ghosts, witches, a haunted house, and any other scary things the children are familiar with.

Drawing paper.

Crayons.

PROCEDURE

1. Show each picture and say:

Les tengo miedo a los fantasmas.

or .

No les tengo miedo a los fantasmas.

Have the children repeat after you.

2. Do a Substitution Drill. For example:

T: los fantasmas

T/S: Les tengo miedo a los fantasmas.

T: las brujas

T/S: Les tengo miedo a las brujas. etc.

3. Ask individual children:

¿Les tienes miedo a los fantasmas?

Translate. Help the children to reply either:

Sí, les tengo miedo a los fantasmas.

or

No, no les tengo miedo a los fantasmas.

4. At another session, review steps 1 through 3. Show each picture of ghosts, witches, a haunted house, and say:

Mi hermanita les tiene miedo los fantasmas.

Translate. Have the children repeat. Now say:

Mi hermanita les tiene miedo a las brujas.

Have the children repeat.

5. Hold up one picture card at a time. Say:

Ustedes pueden decirme una de estas cosas:

Les tengo miedo a los fantasmas. No les tengo miedo a los fantasmas. Mi hermanito/a les tiene miedo a los fantasmas. Mi hermanito/a no les tiene miedo a los fantasmas.

Do this for each picture.

6. Have children make the "Les tengo miedo" and "No les tengo miedo" booklet.

Have the children draw pictures of ghosts, witches, haunted houses and anything else they want to add; assist them in writing captions for each page.

EVALUATION

Record the children's performance on step 5.

PART FIFTY-SEVEN
REVIEW OF LESSON FIFTY-TWO

LANGUAGE PATTERNS

El bebé puede gatear.
El niño puede brincar
la cuerda.
El señor puede levantar
cien libras.
La niña puede manejar
una bicicleta.
La muchacha puede nadar.
La señora puede manejar
un tractor.

Los bebés pueden gatear.
Los niños pueden brincar
la cuerda.
Los señores pueden levantar
cien libras.
Las niñas pueden manejar
una bicicleta.
Las muchachas pueden nadar.
Las señoras pueden manejar
un tractor.

MATERIALS

Two cubes, one showing the singular pictures, one showing the plural pictures, pages 380-381. Ditto a set for each child.

PROCEDURE

1. Show one side of the cubes at a time. Ask:

¿Quién puede gatear?

Say:

El bebé puede gatear.

Have the children repeat after you. Ask a question for each picture and help the children reply. Continue until they reply easily.

2. Have each child select four pictures, two from each cube, and say the sentence for these pictures.

EVALUATION

Record the children's performance on step 2.

LESSON FIFTY-SEVEN

LANGUAGE PATTERNS

Los niños juegan al fútbol. Dicen: "¡Corre!
¡Pasa la pelota!" ¡Da una patada!" Les gusta
jugar y no quieren ir a la escuela. Dicen:
"No, no vamos a la escuela." ¿Qué pasará?
¿Quién irá a la escuela? ¡Todos los niños
van a la escuela!

MATERIALS

Pictures, pages 405-407.

Three pictures for the teacher:

1. Three boys playing soccer; a speaking bubble for each boy.
2. An adult speaking to the three boys and pointing to the school; one speech bubble for all three boys.
3. The three boys entering the school with a group of children.

Dittoed copies of these three pictures for the children.

Caption cards for the teacher:

To fit into the speaking bubbles: ¡Corre!
 ¡Pasa la pelota!
 ¡Da una patada!
 No, no vamos a la
 escuela.

- To go under the pictures:
1. Los niños juegan al fútbol.
 2. Les gusta jugar y no quieren ir a la escuela.
 3. Todos los niños van a la escuela.

PROCEDURE

1. Show the children picture 1, the three boys playing soccer.
Say:

Los niños juegan al fútbol.

¿Qué hacen los niños?

Place the caption beneath the picture.

Los niños juegan al fútbol.

Say:

¿Qué hacen los niños?

Children:

Juegan al fútbol.

Ask individuals if necessary. Say:

¿Quiénes juegan al fútbol?

Children:

Los niños.

Say:

Dicen: "¡Corre!" (place word in speech bubble),

"¡Pasa la pelota!" (place other words),

"¡Da una patada!" (place these words)

¿Qué dicen los niños?

Children: (together or individually)

Corre, pasa la pelota, da una patada.

2. Show picture 2, an adult pointing to the school.

Say: (placing the caption beneath the picture)

Les gusta jugar y no quieren ir a la escuela.

¿Qué les gusta hacer?

Children:

Jugar.

Teacher:

¿Quieren ir a la escuela?

Children:

No, no quieren ir a la escuela.

Teacher: (placing words in speech bubble)

Dicen: "¿No, no vamos a la escuela!"

¿Qué dicen los niños?

Children:

¿No, no vamos a la escuela!

Teacher: (holding the third picture so that they cannot see it)

¿Qué pasará? ¿Quién irá a la escuela?

3. Show picture 3, the children going into the school.

Teacher:

Todos los niños van a la escuela.

¿Quiénes van a la escuela?

Children:

Todos los niños van a la escuela.

4. Activity:

Distribute dittos of the three pictures. The dittos do not have any captions.

Have the children color their dittos and copy in the captions. (This can be done at other times during the day.) Have them keep their dittos together in a folder.

5. Next lesson

- a. Have the group read together captions to each of the teacher's pictures.
- b. Cover one caption at a time and have the children say it from memory, then write it.

EVALUATION

Group Evaluation

Distribute fresh dittos of the three pictures to each child.
Have the children fill in the captions from memory.

Go over items that have been forgotten.

Individual Evaluation

Have the children read the captions to the pictures.

Ask these questions about each picture:

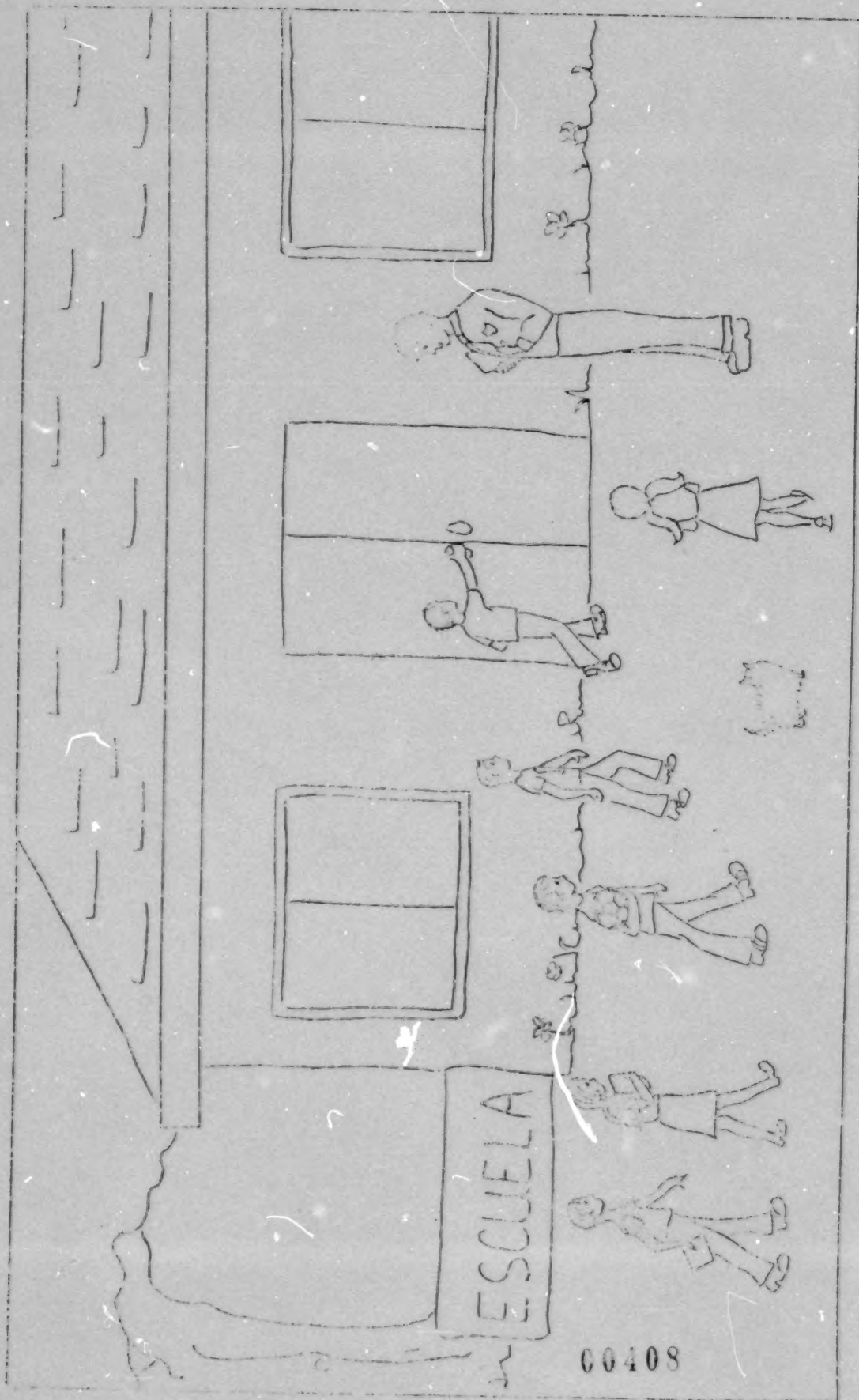
Picture One: ¿Qué hacen los niños?
¿Quiénes juegan al fútbol?
¿Qué dicen los niños?

Picture Two: ¿Qué les gusta hacer?
¿Quieren ir a la escuela?
¿Qué dicen los niños?

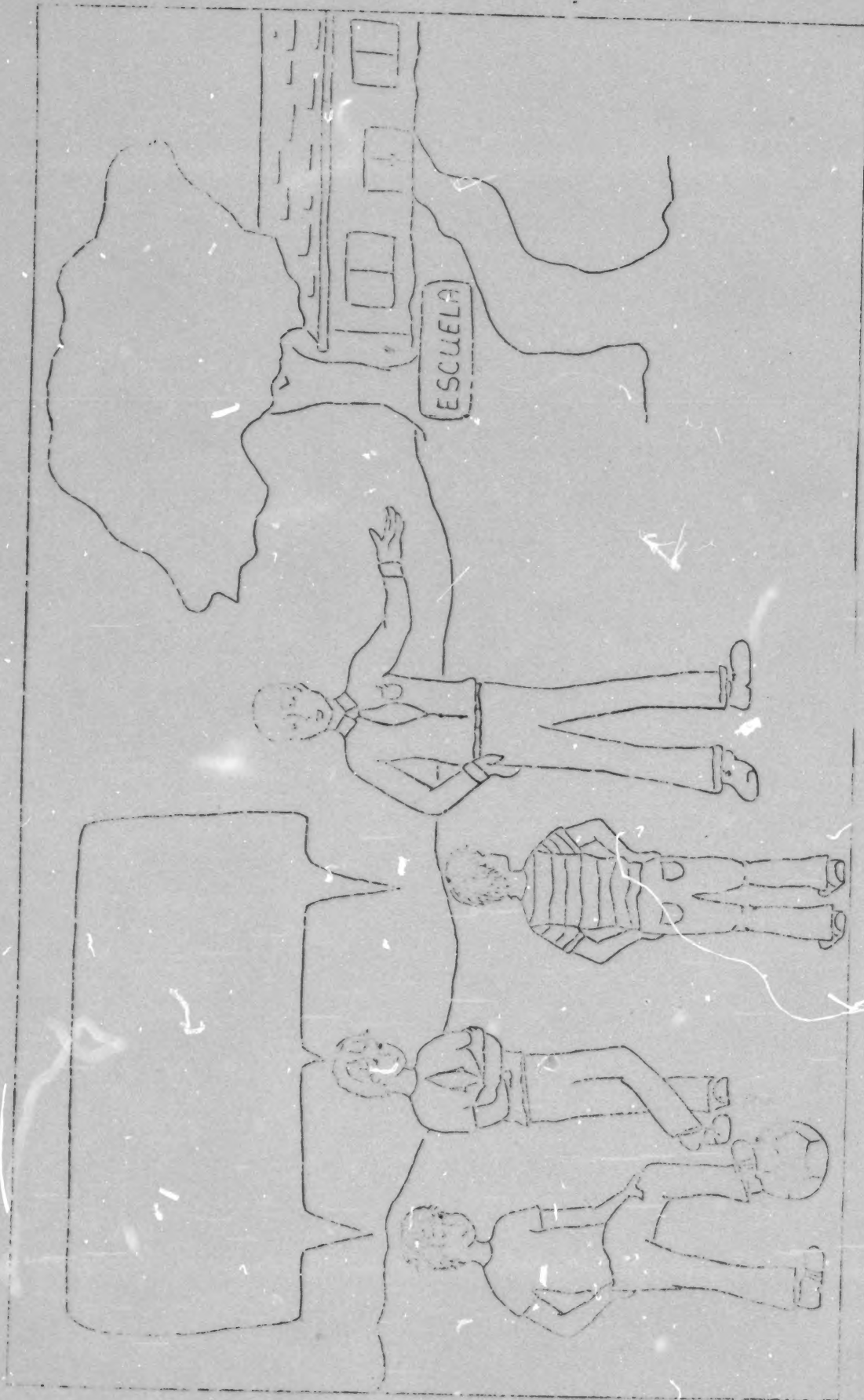
Picture Three: ¿Quiénes van a la escuela?

The children can reply in the words of the lesson or
in their own words.

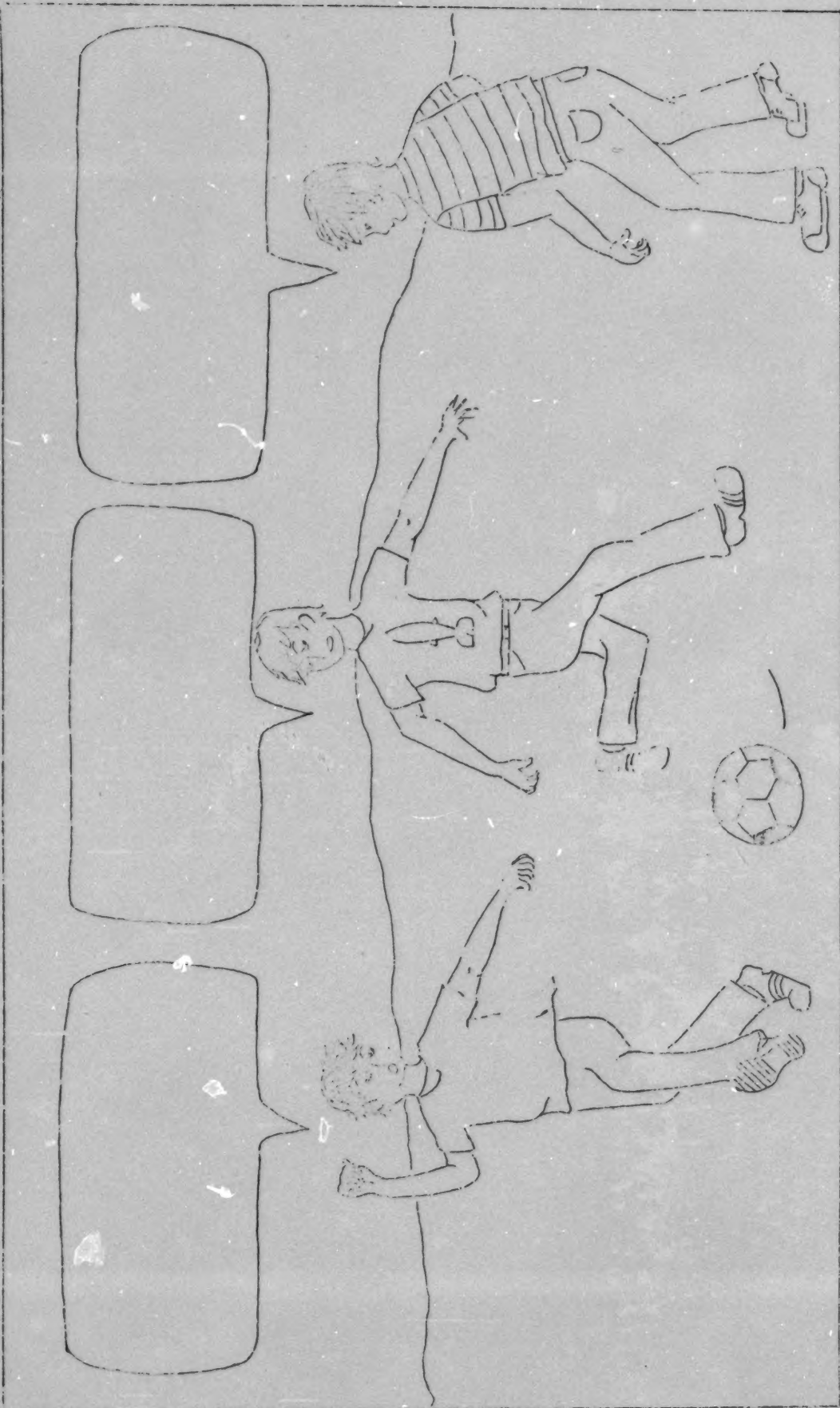
Go over language that the children have forgotten.



00408



00409



00410

PART FIFTY-EIGHT
REVIEW OF LESSON FIFTY-SEVEN

LANGUAGE PATTERNS

Los niños juegan al fútbol. Dicen: "¡Corre!
¡Pasa la pelota! ¡Da una patada!" Les
gusta jugar y no quieren ir a la escuela.
Dicen: "¡No, no vamos a la escuela!" ¿Qué
pasará? ¿Quién irá a la escuela? Todos
los niños van a la escuela.

MATERIALS

One set of the pictures used in Lesson 57.

PROCEDURE

Picture one:

1. Show the picture and say:

Los niños juegan al fútbol.

¿Qué hacen los niños?

Help the children reply:

Juegan al fútbol.

Ask:

¿Quiénes juegan al fútbol?

Write the reply on the board as the children say it.

2. Point to the first child in the picture and say:

Este niño dice: "¡Corre!"

¿Qué dice el niño?

Children:

¡Corre!

Say:

Cuando quieras que alguien corra, ¿qué le dices?

Translate. Assist them with the reply. Write corre on the board.

3. Point to the next child on the picture. Say:

Este niño dice: "¡Pasa la pelota!"

¿Qué dice este niño?

Write the reply on the board as the children say it.

Say:

Cuando quieras que alguien te pase la pelota, ¿qué le dices?

Translate. Point to the sentence on the board. Assist them if necessary.

4. Point to the next child on the picture. Say:

Este niño dice: "¡Da una patada!"

¿Qué dice este niño?

Write the children's reply on the board. Say:

Cuando quieras que alguien le dé una patada a la pelota, ¿qué le dices?

Point to the sentence on the board and have the children say it.

Picture two:

1. Show the picture. Point to the bubble and say:

Estos niños dicen: "¡No, no vamos a la escuela!"

Ask:

¿Qué dicen los niños?

Help them reply; write the reply on the chalkboard.

Say:

Cuando ustedes no quieren ir a la escuela, ¿qué dicen?

Point to the sentence on the board. Assist them if necessary.

Picture three:

1. Show picture number three and say:

Todos los niños van a la escuela.

Write the sentence on the board. Ask:

Quiénes van a la escuela?

Point to the sentence on the board and have them say it.

For all the pictures, dictate a selection of these sentences to the children.

EVALUATION

Record the children's performance throughout the lesson and on the dictation.

LESSON FIFTY-EIGHT

LANGUAGE PATTERNS

El Primer Día de Acción de Gracias

El primer día de acción de gracias, hacía mucho frío. Los peregrinos tuvieron una fiesta e invitaron a los indios. Las señoras prepararon la comida.

Los indios les habían enseñado a los peregrinos a plantar muchos de los productos para sus alimentos. Sobre la mesa pusieron pavos/guajolotes/cóconos, papas, pasteles de calabaza, salsa de "cranberry."

Antes de empezar a comer, todos dieron gracias a Dios por la ayuda que los indios les habían dado durante el primer año en el nuevo mundo. Esta fiesta fue "el primer día de acción de gracias."

El primer día de acción de gracias, ¿hacía frío o calor?
¿Quién tuvo una fiesta?
¿A quiénes invitaron?
¿Quién preparó la comida?

¿Qué les enseñaron los indios a los peregrinos?
¿Qué comieron todos?

MATERIALS

Felt figures or pictures of los peregrinos, los indios, las mujeres, mesas largas, pavos, papas, calabazas (pages 413-418).

Crayolas.

Drawing paper.

PROCEDURE

1. Tell the story. Place the felt figures as the story is told. Translate as each sentence is told. Then ask the question and assist with reply. For example:

T: El primer día de acción de gracias, hacía frío.

Translate: On the first Thanksgiving Day it was cold.
Repeat:

El primer día de acción de gracias hacía frío.

Ask:

El primer día de acción de gracias, ¿hacía frío o calor?

Translate. Assist with the reply:

Hacía frío.

Continue in this manner with the whole story.

2. Review the story by asking the questions. Help the children to reply.
3. Have the children draw the whole story. Have them make one picture for each sentence. Encourage them to use the felt figures as models only. Help them add short captions. For example: for the picture of the pilgrims:

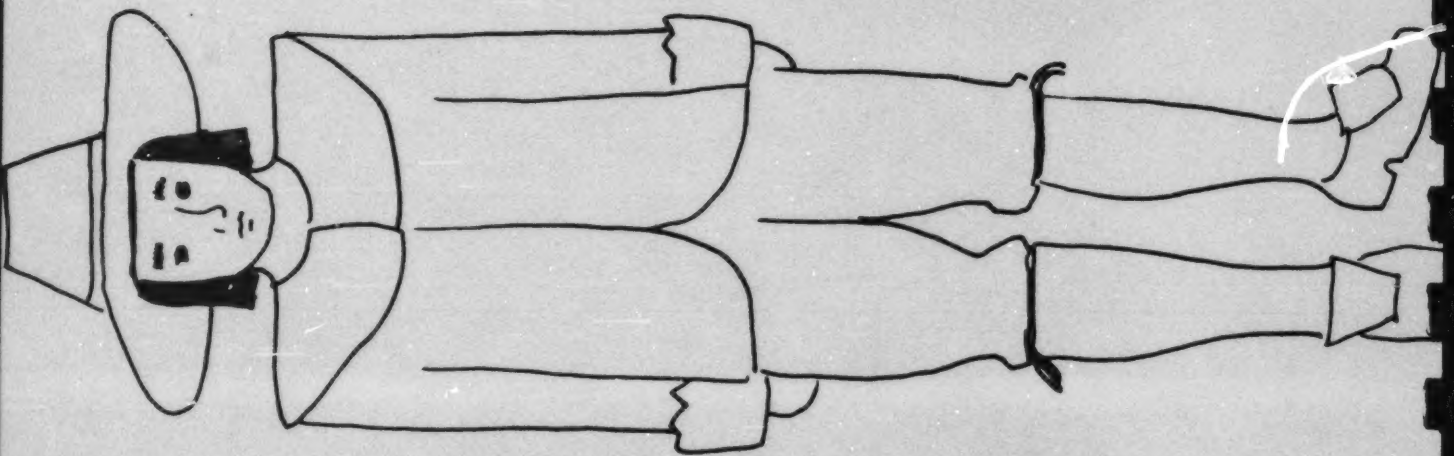
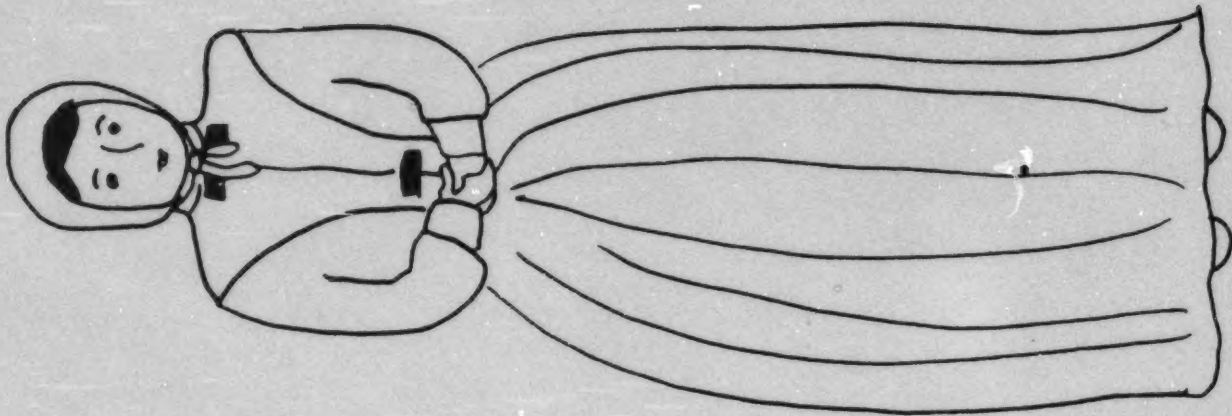
Los peregrinos tuvieron una fiesta.

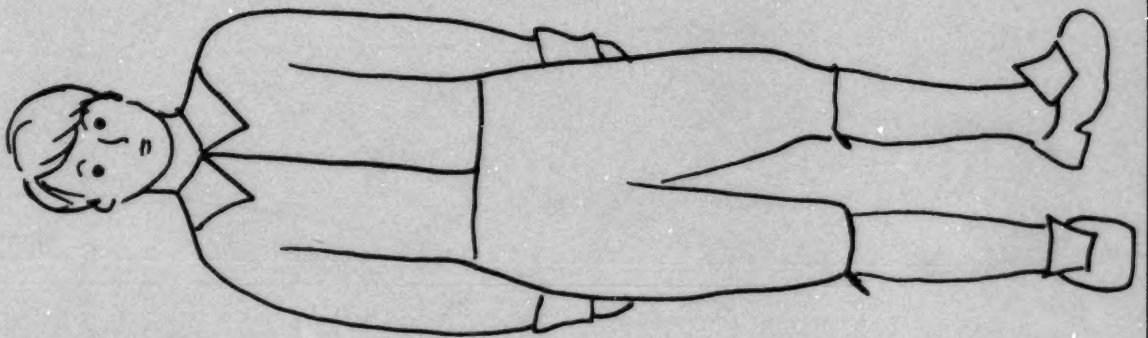
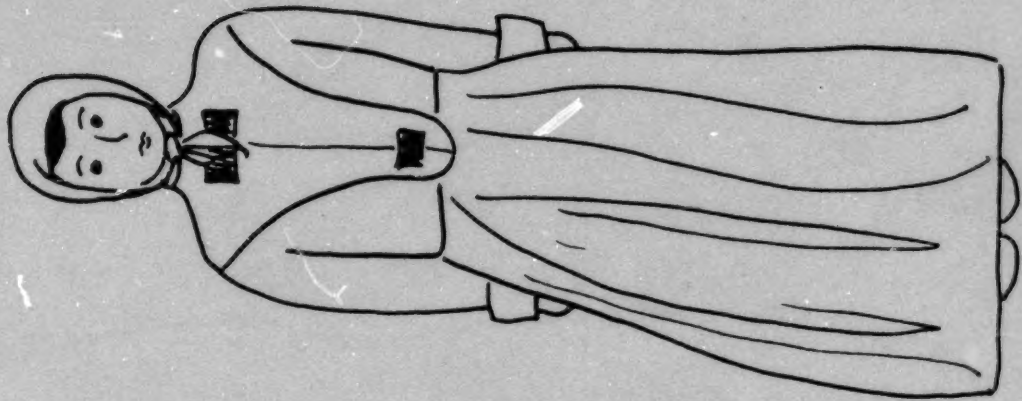
For the picture of the indians:

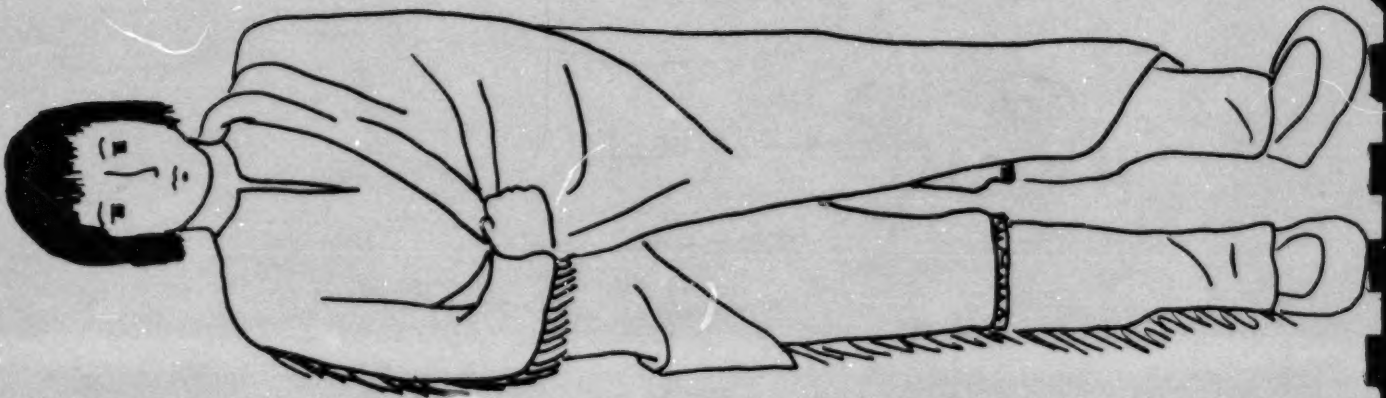
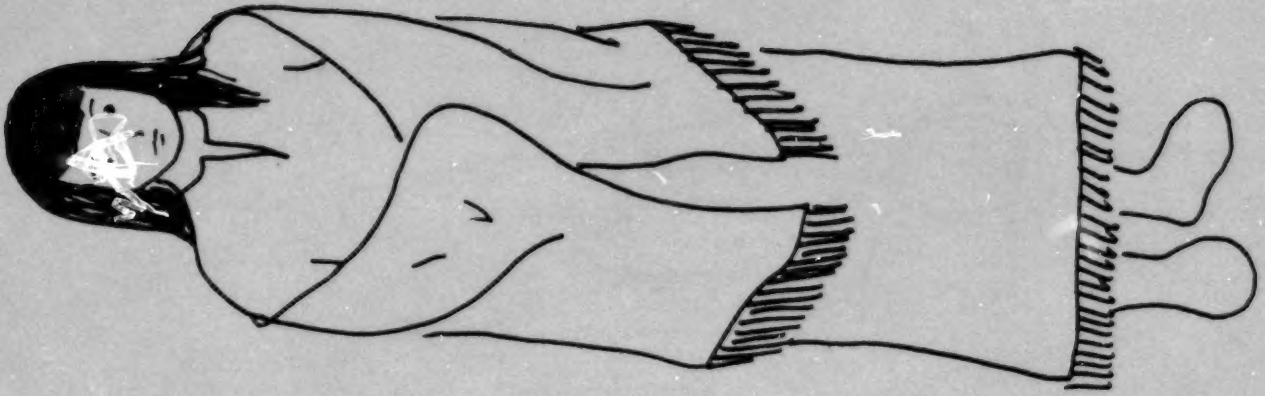
Los peregrinos invitaron a los indios a la fiesta.

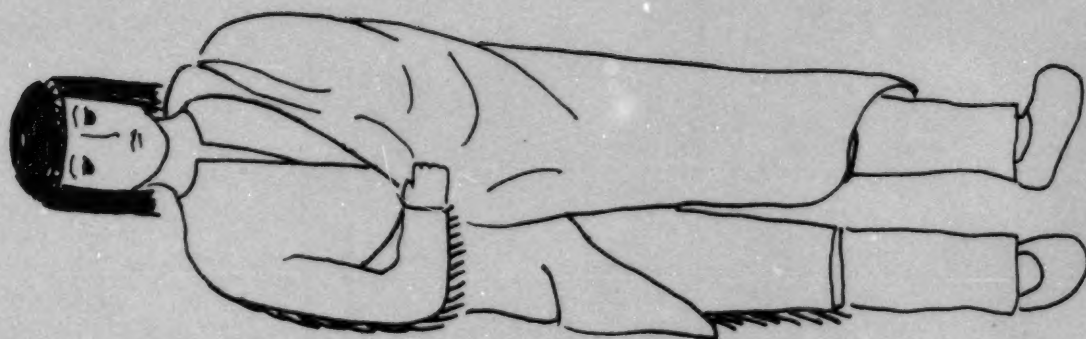
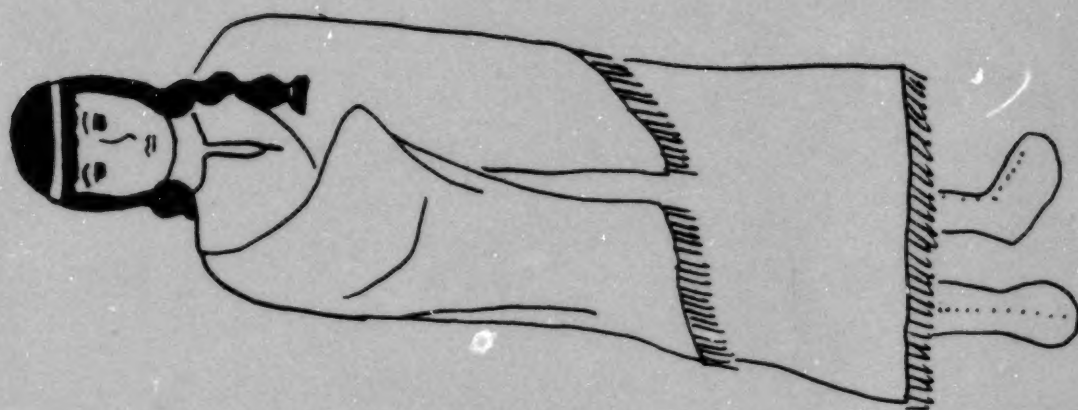
EVALUATION

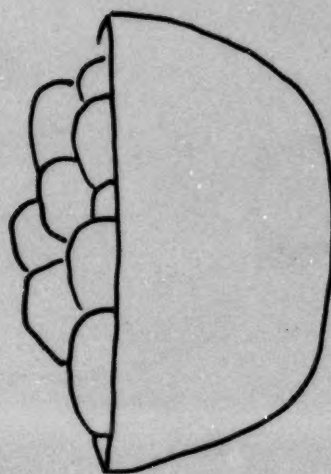
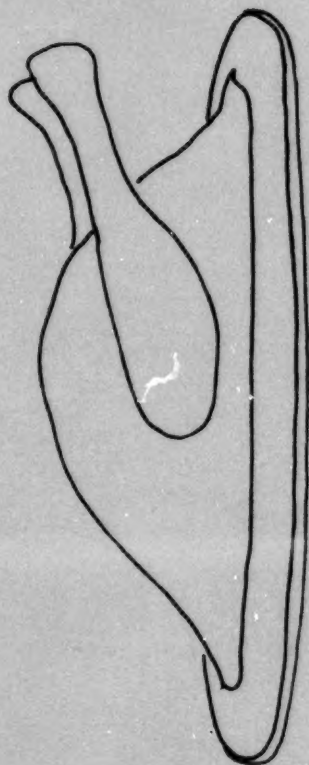
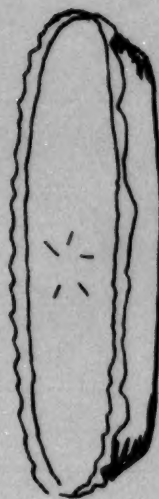
Record the children's performance on step 2 without your assistance.

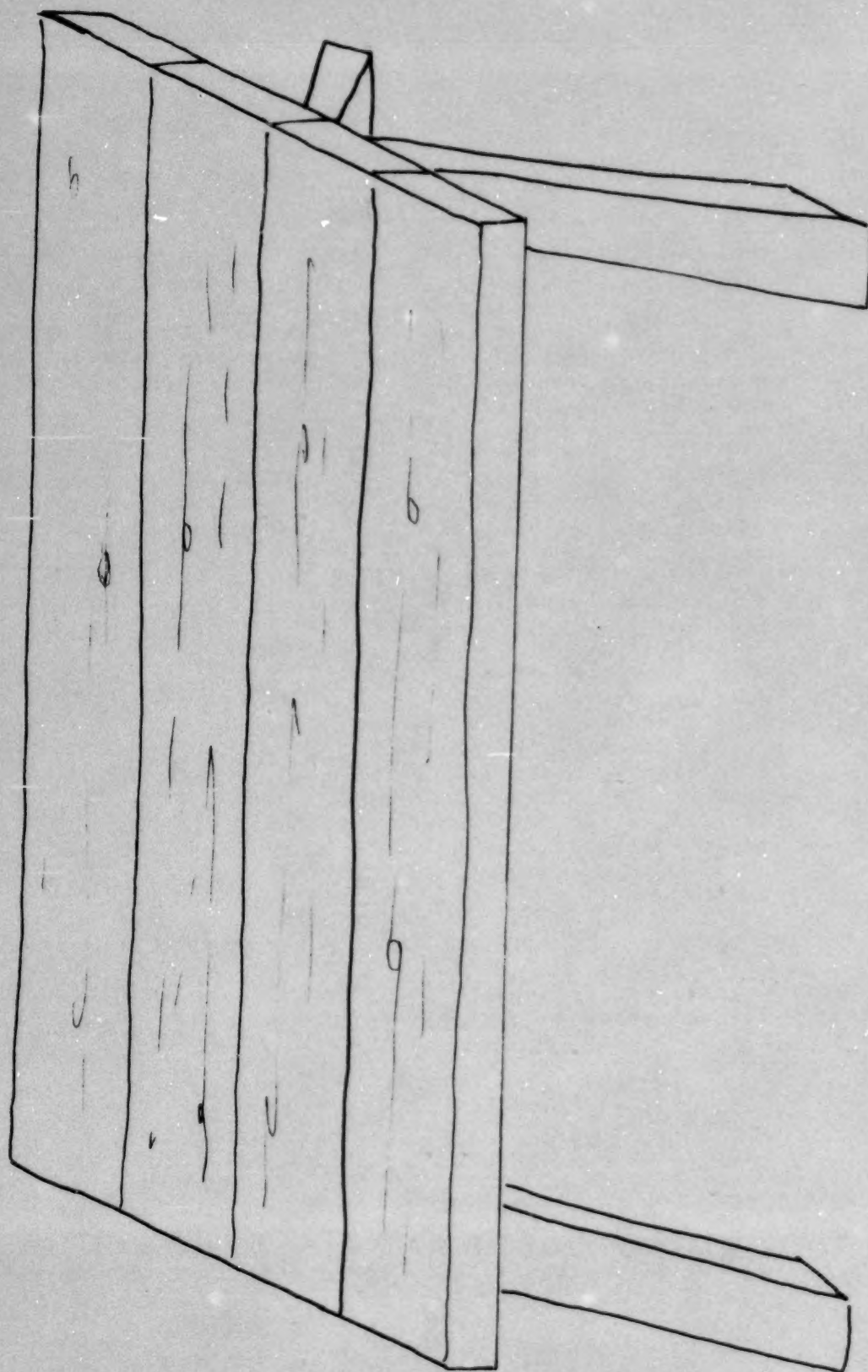












00421

PART FIFTY-NINE
REVIEW OF LESSON FIFTY-EIGHT

LANGUAGE PATTERNS

El Primer Día de Acción de Gracias

El primer día de acción de gracias, hacía mucho frío. Los peregrinos tuvieron una fiesta e invitaron a los indios. Las mujeres prepararon la comida; la cual habían cosechado durante el verano.

Los indios les habían enseñado a los peregrinos a plantar muchos de los productos para sus alimentos. Sobre la mesa pusieron pavos/ guajolotes/cóconos, papas, pasteles de calabaza, salsa de "cranberry."

Antes de empezar a comer, todos dieron gracias a Dios por la ayuda que los indios les habían dado durante el primer año en el nuevo mundo. Esta fiesta fue "el primer día de acción de gracias."

El primer día de acción de gracias, ¿hacía frío o calor?
¿Quién tuvo una fiesta?
¿A quiénes invitaron?
¿Quién preparó la comida?

¿Qué les enseñaron los indios a los peregrinos?
¿Qué comieron todos?

MATERIALS

Felt figures or pictures of los peregrinos, los indios, las mujeres, mesas largas, pavos, papas, calabazas.

Crayolas.

Drawing paper.

PROCEDURE

1. Read the story and ask the questions. Place the felt figures as you read. Help the children answer the questions.

2. Have the children make a mural entitled "El Primer Día de Acción de Gracias." Conduct the mural-making activities in Spanish. Have different children draw different figures. Cut them out and then help the children assemble the mural.

EVALUATION

Record the children's performance as they answer the questions.

LESSON FIFTY-NINE

LANGUAGE PATTERNS

los meses del año

enero	julio
febrero	agosto
marzo	septiembre
abril	octubre
mayo	noviembre
junio	diciembre

los días de la semana

lunes
martes
miércoles
jueves
viernes
sábado
domingo

Mi cumpleaños es el doce de enero.

_____, ¿cuándo es tu cumpleaños?

MATERIALS

Twelve calendar ditto sheets for each child, with no month or days written in, and enough space on top for drawing.

Crayons.

Pencils.

The year's class calendar.

Chart of the months.

Chart of the days.

PROCEDURE

1. If you wish, have the children memorize these lists.
2. Show on the class calendar the month and day of your birthdate. Say:

Mi cumpleaños es el doce de enero.

3. Have the children repeat just "cumpleaños."
4. Ask individually:

Sue, ¿cuándo es tu cumpleaños?

Translate if necessary.

Assist the children with their responses. Translate if necessary.

5. Follow up with a Chain Drill until all have had a chance to reply and ask.
6. Learn the song: Feliz Cumpleaños:

Feliz cumpleaños para tí,
Feliz cumpleaños para tí,
Feliz cumpleaños, Margarita,
Feliz cumpleaños para tí.

Do this several times pretending it is each child's birthday.

7. Make a Christmas bilingual calendar gift.

Children will sketch a drawing for each calendar month. They will write in the months and names of the days on each calendar sheet. Guide them to the chart on the wall for the months and the names of the days.

8. Review the calendar by asking individually the questions in the objective.

EVALUATION

Record each child's performance on step 5.

PART SIXTY
REVIEW OF LESSON FIFTY-THREE

LANGUAGE PATTERNS

¿Qué puedes ver?

Puedo ver

una iglesia. una gasolinera. una tienda. un parque. una montaña. un aeropuerto. la playa.

MATERIALS

A chart with pictures of the things listed in the language patterns arranged on it.

The cardboard tube from a kitchen towel.

Medium sized cardboard box.

PROCEDURE

1. Name the objects, having the children repeat after you.
2. Take the cardboard tube, use it as a telescope, look at the chart and say:

Puedo ver una iglesia, etc.

Give the "telescope" to a child. Ask him:

Roy, ¿qué puedes ver?

Have him tell you two or three things:

Puedo ver _____, _____ y _____.

3. Have him give the telescope to the next person, and ask:
Mary, ¿qué puedes ver?

EVALUATION

Record the children's performance on steps 2 and 3.

LESSON SIXTY

LANGUAGE PATTERNS

Voy de compras con mamá y voy a comprar

un
una

 _____.

¿Cuánto cuesta

un
una

 _____?

Cuesta _____

centavo(s).
dólar(es).

Lo
La

 voy a comprar.

MATERIALS

Items or pictures of items for the store and clear price tags for each item. Have one of each item. Make sure the pictures illustrate only one of each item.

PROCEDURE

1. Review or learn the names for all the items in the store and their prices.

T: ¿Qué es esto?

C: (all together) Es

un
una

 _____.

T: Cuánto cuesta

un
una

 _____.

C: (all together) Cuesta _____

centavo(s).
dólar(es).

2. If this needs more review, have the children do a Chain Drill, asking each other both the name for an item and its price, or the name for an item, or its price.

3. Review change if necessary. It is best not to teach this during this lesson; do this part only if they already know how to make change.

4. a. To teach the correct use of "lo" and "la", have the children do Substitution Drills. Say:

una manzana; la voy a comprar.

Emphasize "una" and "la." Have the children repeat.

Say:

una pera; la voy a comprar.

Have the children repeat. Say:

una manzana.

Have the children say:

una manzana; la voy a comprar

Say:

una pera

Have the children say the rest of the sentence. Continue in this way, using feminine singular nouns only.

- b. Do a similar drill, using masculine singular nouns, using "un" and "lo."
- c. Do a drill which mixes feminine and masculine nouns.
- d. Once the children respond fairly well, point out that when they say "una," they must say "la voy a ____"; when they say "un," they must say "lo voy a ____."

5. Play "Voy de compras con mamá."

Have the children take turns at being the storekeeper, mother, or buyer. First model the dialogue for the children, having them repeat it with you, then help them when it is their turn.

("Mother" walks to the store with the buyer.)

Buyer (to the group): Voy de compras con mamá y voy

a comprar

un
una

_____.

Buyer (to the storekeeper): ¿Cuánto cuesta

un
una

 _____?

Storekeeper:

Un
Una

 _____ cuesta _____

centavo(s).
dólar(es).

Buyer:

La
Lo

 voy a comprar. Aquí tiene _____

centavo(s).
dólar(es).

(optional) Storekeeper: Aquí tiene su cambio,

centavo(s).
dólar(es).

Buyer: Muchas gracias.

6. Record each transaction on the board thus:

Write: Fui de compras con mamá y compré

un
una

 _____.

Un
Una

 _____ me costó _____

centavo(s).
dólar(es).

Fill in each child's name, what he bought, and the price. Do this after he has "bought" his item at the store; have everyone read these sentences together. Translate if necessary.

7. Have each child copy these two sentences from the board, filling in what he bought and what it cost.

TO REVIEW: Fui de compras con mamá y compré

un
una

 _____.

1. Sing a song to the tune of "This is the way we wash our hands":

Fui de compras con mamá
con mamá, con mamá;

Fui de compras con mamá
y compré

un
una

 _____.

Hold up an item; the children say its name.

Un
Una

 ____ me costó, me costo, me costo;

Un
Una

 ____ me costó ____

centavo(s).
dólar(es).

2. Prepare a grab bag with pictures of priced items in it. Each child in turn says, as he reaches into the grab bag and naming the item he pulls out:

Fui de compras con mamá y compré

un
una

 ____.

Un
Una

 ____ me costó ____

centavo(s).
dólar(es).

EVALUATION

Group:

Tell the children that you want them to write, from memory, what they wrote during the last lesson:

Fui de compras con mamá y compré ____.

Un
Una

 ____ me costó ____

centavo(s).
dólar(es).

Remember that you will hold up three items with their price tags; they have to remember the name of the item and how to write the price.

Individual:

Say that you are going to call on each child individually. When he comes to you, you will show him three things from the store, and he will have to tell you:

Fui de compras con mamá y compré

un
una

 ____.

Un
Una

 ____ me costó ____

centavo(s).
dólar(es).

They will have to remember these directions. If they do not remember well enough, remind them of the sentences and retest them later.

PART SIXTY-ONE
REVIEW OF LESSON FORTY-SIX

LANGUAGE PATTERNS

Fuimos a la tienda y compramos _____.

Fuimos al aeropuerto y vimos _____.

Fuimos al parque y vimos _____.

Fuimos al parque zoológico y vimos _____.

MATERIALS

The store articles from Lesson 45.

The mural of the airport.

The felt figures for the park.

The masks for the zoo.

PROCEDURE

1. Select three things from the store articles. Say:

Fui a la tienda y compré _____.

María y yo, fuimos a la tienda y compramos _____.

Translate. Have the children repeat after you.

2. Write these sentences on the chalkboard. Observe if the children recognize or remember the different verb forms, fui-fuimos and compré-compramos.

Tell them that fui and compré mean "I went (alone)" and "I bought." Fuimos and compramos mean "We went (together)" and "We bought." If you like, ask them what part of the word they think means we. Say the words to them again to help them think. Emphasize the mos to give them a big hint. If they do not answer, tell them that mos on the end of a word often means we did something.

3. Have pairs of children go to the store and say, on their return:

Fuimos a la tienda y compramos _____.

Have the rest of the group guess what they bought.

EVALUATION

Record the children's performance on step 3.

El Parque

1. Place the felt board figures on the board. Select three things seen at the park. Point to each one and say:

Fui al parque y vi _____.

Then point to any child in the group and say:

José y yo fuimos al parque y vimos _____.

Repeat this using different children's names.

2. Have one child at a time come to the board and select three things, point to any child in the group, and say:

_____ y yo fuimos al parque y vimos _____.

Assist in any way necessary.

3. Pass out a multiple-choice activity sheet. For example:

Fui
Fuimos

 al parque y vimos muchos pájaros.

The children will circle or draw a line under the correct word,

Continue in this way for the park, airport, and zoo. If you feel the point has been taught, and since the verbs fuimos and vimos are repeated in these activities, you do not need to do the airport and zoo unless the children seem to like the activity.

Note: For the airport and zoo probably a multiple choice activity sheet will be sufficient to reinforce what has already been taught.

EVALUATION

Record the children's performance on the worksheets.

LESSON SIXTY-ONE

LANGUAGE PATTERNS

En la mañana me despierto y me levanto, me arreglo y desayuno. Para el desayuno tomo ____ y como. Después me voy a la escuela. Mis hermanitos también van a la escuela.

MATERIALS

Prepare pictures and labels of breakfast foods.

Prepare picture of a school bus.

Prepare picture of a family.

PROCEDURE

1. Teacher, stretching and yawning:

En la mañana despierto, (miming getting out of bed) me levanto y (miming) me arreglo.

Children: repeat and mime as well.

2. Teacher:

Para el desayuno, como (choosing a food) y tomo.

Children: repeat and also choose food and drink.

3. Teacher shows picture of school bus and says:

Después me voy a la escuela.

Children repeat.

4. Teacher showing picture of the family and say:

Mis hermanitos también van a la escuela.

5. Have the children make their own drawings of some or all of the sequence about their morning activities, copy captions and read them to you. Cover the captions and have the children say them from memory.

EVALUATION

Mime any morning action or show the appropriate pictures,
and have the children say the caption.

PART SIXTY-TWO
REVIEW OF LESSON SIXTY

LANGUAGE PATTERNS

Voy de compras con mamá y voy a comprar

un
una

 _____.

¿Cuánto cuesta

un
una

 _____?

Cuesta _____.

Lo
La

 voy a comprar.

MATERIALS

A price tag for each item.

PROCEDURE

1. Place the items on the table. Lift each one and say:

la lata de tomate cuesta diez centavos.

¿Cuánto cuesta la lata de tomate?

Have the children reply:

diez centavos.

Ask:

¿Qué cuesta diez centavos?

Translate. Help them reply:

la lata de tomate.

Do the same with the rest of the items. Have volunteers take your place. Assist them with names of the items if they have difficulty.

2. Play store.

Have the children form pairs. Model the procedure with a volunteer. Indicate an item and ask the volunteer storekeeper:

¿Cuánto cuesta

un
una

 _____?

Have the storekeeper reply:

Cuesta _____.

Say:

Lo
La

 voy a comprar.

Distribute various store objects to the pairs of children and have them practice this dialogue.

3. Sing a song to the tune of "This is the way we wash our hands." Hold up a picture as you sing the last line of verse one.

Verse one:

Fui de compras con mamá
con mamá, con mamá
Fui de compras con mamá
y compré

un
una

 _____.

Hold up a price tag as you sing the last line of verse two.

Verse Two:

Un
Una

 _____ me costó,

me costó, me costó

Un
Una

 _____ me costó

(cinco)(centavos).

Take care to use only singular items.

EVALUATION

Listen to the pairs of children as they do step 2 and record their performance.

LESSON SIXTY-TWO

LANGUAGE PATTERNS

Una rana salta y asusta a la maestra.

"¡Qué susto!" dice la maestra. "Sara,
¡coge la rana y llévala al patio!" Sara
la coge y la lleva al patio.

MATERIALS

A set of pictures for each child and a set for the teacher,
pages 436-438.

PROCEDURE

1. Show picture 1. Say, translating where necessary:

Éste es un salón de clase.

Aquí está la maestra.

¿Qué es esto? (point to the frog).

Es una rana.

Have the children repeat:

Es una rana.

Say, translating where necessary, and write on the board:

Una rana salta y asusta a la maestra.

Have the children repeat. Say:

La maestra dice: "¡Qué susto!"

Place these words in your speaking bubble. Ask:

¿Qué dice la maestra?

Have the children reply with lots of expression:

¡Qué susto!

2. Show picture 2. Say, translating where necessary:

La maestra dice: "Sara, icoge la rana
y llévala al patio!"

Place the words in the speaking bubble. Ask:

¿Qué dice la maestra?

Help them reply:

"Sara, icoge la rana y llévala al patio!"

3. Show picture 3. Say, and write on the board:

Sara la coge y la lleva al patio.

Have the children repeat after you.

4. Distribute the pictures 1, 2, and 3. Have them write in the caption to picture one:

Una rana salta y asusta a la maestra.

and the teacher's words:

¡Qué susto!

Have them also write in the teacher's words for picture 2:

Sara, icoge la rana y llévala al patio!

Have them write the caption for picture 3:

Sara la coge y la lleva al patio.

Have the children color their pages.

5. Have each child, or the group, read the caption for each picture. For pictures 1 and 2, ask:

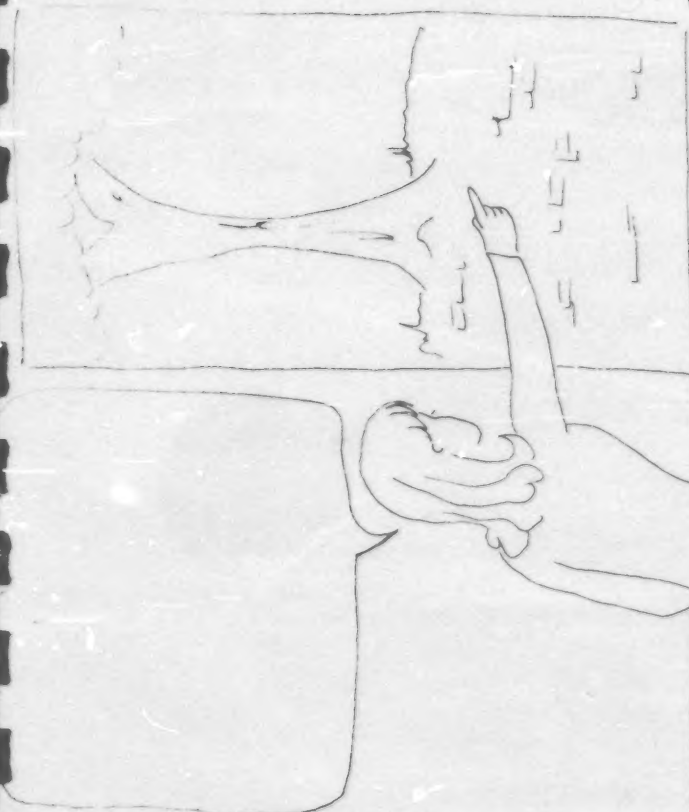
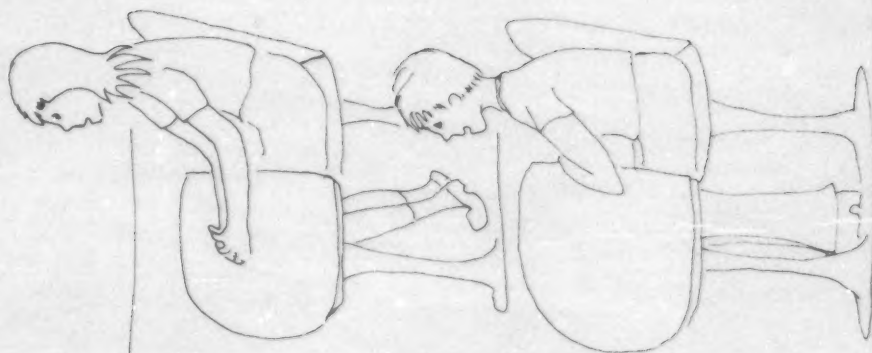
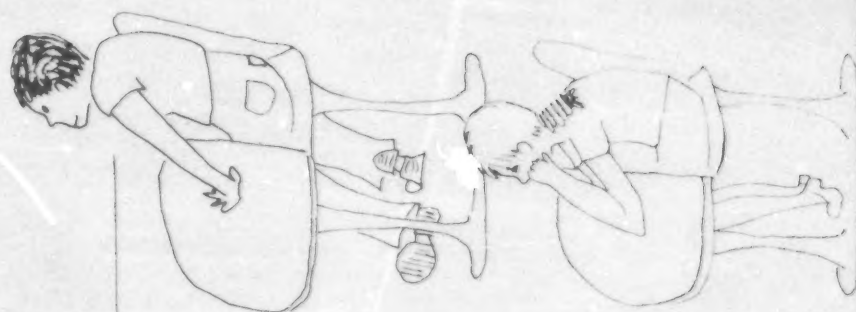
¿Qué dice la maestra?

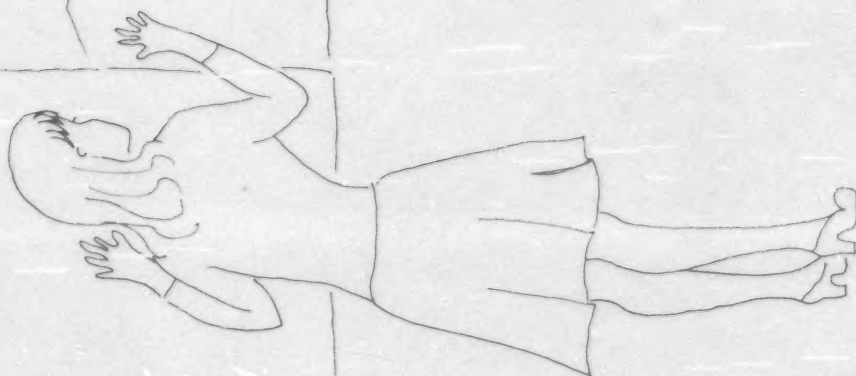
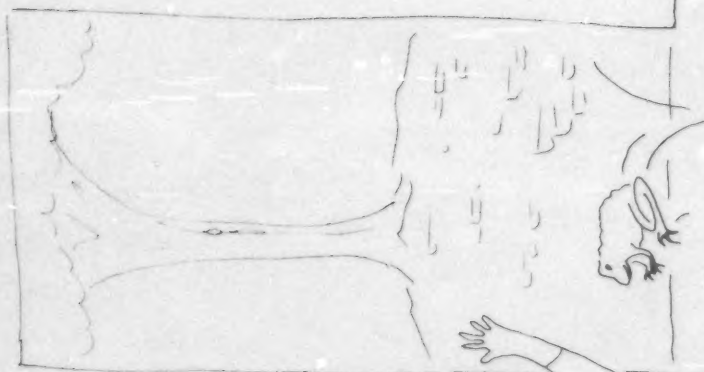
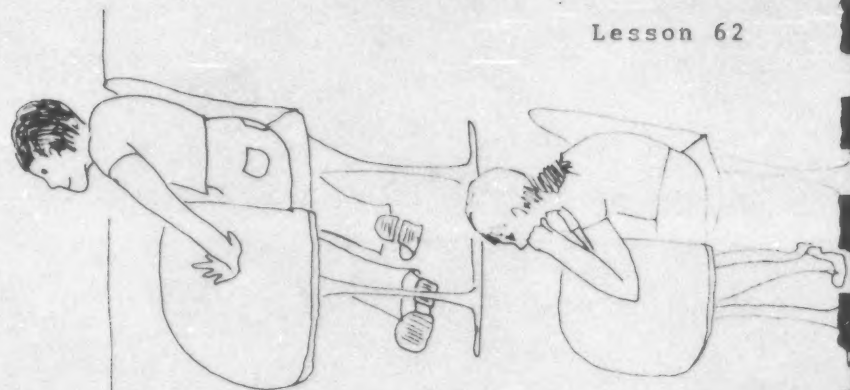
Have the children answer.

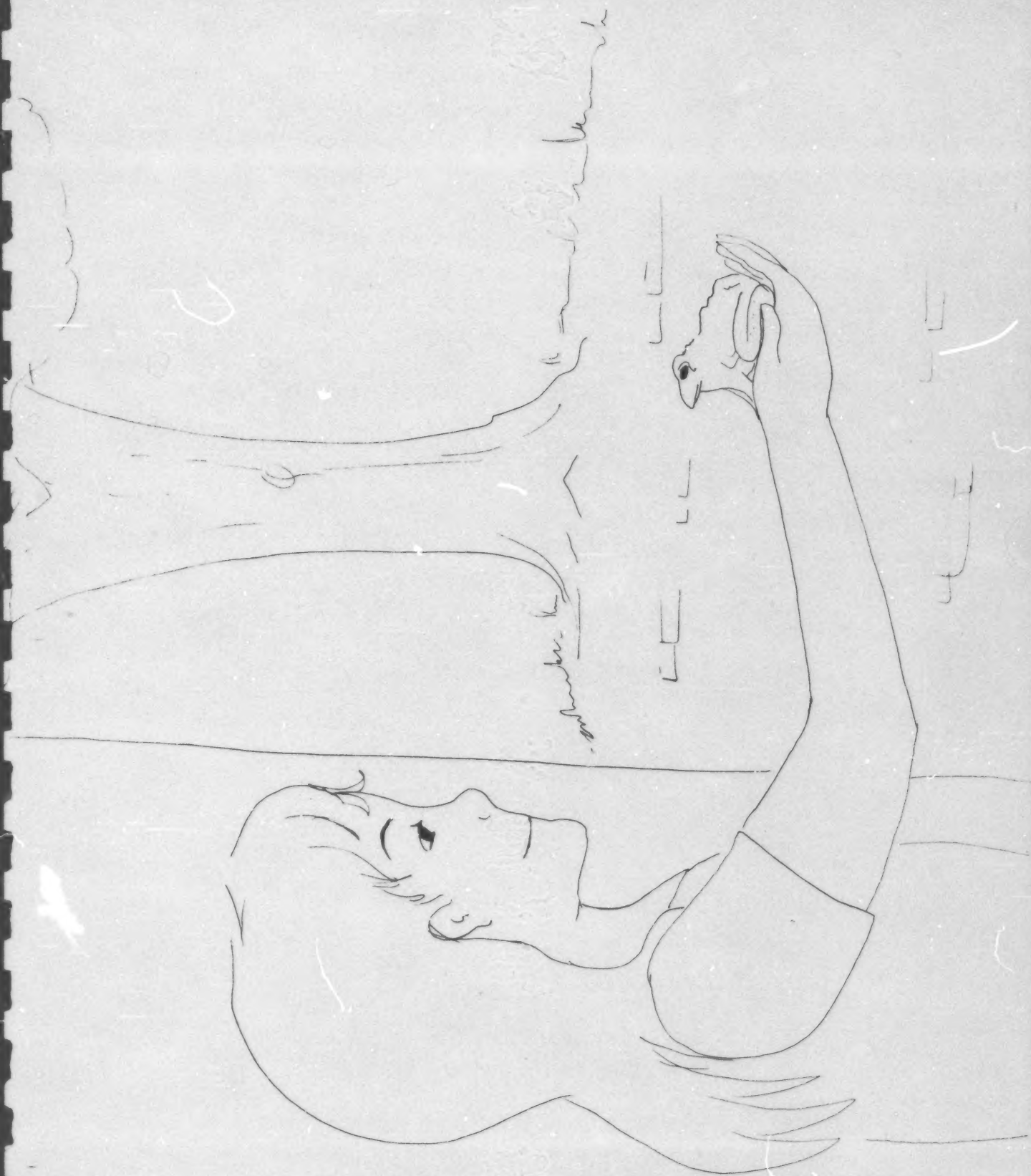
6. Ask individuals to hold up the three pictures in sequence and tell the story to the group.

EVALUATION

Record each child's performance on step 6.







PART SIXTY-THREE
REVIEW OF LESSON SIXTY-TWO

LANGUAGE PATTERNS

Una rana salta y asusta a la maestra.
"¡Qué susto!" dice la maestra. "Sara,
¡coge la rana y llévala al patio!"
Sara la coge y la lleva al patio.

MATERIALS

The same pictures as for Lesson 62, pages 436-438.

PROCEDURE

1. Show picture 1. Translate wherever necessary.
Say:

Una rana salta (pointing to the frog) y
asusta a la maestra (pointing to the teacher).

Write this on the chalkboard. Have the children
repeat. Ask:

¿Quién salta y asusta a la maestra?

Have the children answer:

Una rana

Ask:

¿Qué hace la rana?

Have the children answer:

Salta y asusta a la maestra.

Say:

La maestra dice, "¡Qué susto!"

¿Qué dice la maestra?

Have the children answer:

¡Qué susto!

2. Show picture 2. Say:

Aquí la maestra dice, "Sara, ¡coge la rana y llévala al patio!"

Write this sentence on the board. Ask:

¿Qué dice la maestra?

Have the children reply:

Coge la rana y llévala al patio!

3. Show picture 3. Say: (Pointing to Sara)

Sara la coge y la lleva al patio.

Write the sentence on the board. Have the children repeat.

4. Dictate this paragraph, or words and phrases from it.

EVALUATION

Record the children's performance on step 4.

LESSON SIXTY-THREE

LANGUAGE PATTERNS

La maestra dice: "Vamos a tocar."

Un niño toca la trompeta, una niña
toca el tambor, y Manolo toca los
platillos.

MATERIALS

A set of pictures for each child and a set for the teacher,
pages 443-444.

PROCEDURE

1. Show picture 1, and say:

La maestra dice: "Vamos a tocar."

Place the words in the bubble. Ask:

¿Qué dice la maestra?

Have the children reply:

Vamos a tocar.

2. Show picture 2 and say:

un niño toca la trompeta.

(write each sentence on the board).

Have the children repeat. Say:

una niña toca el tambor.

Have the children repeat. Say:

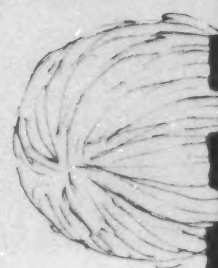
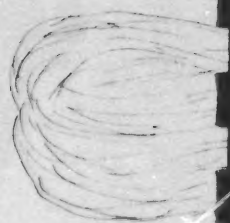
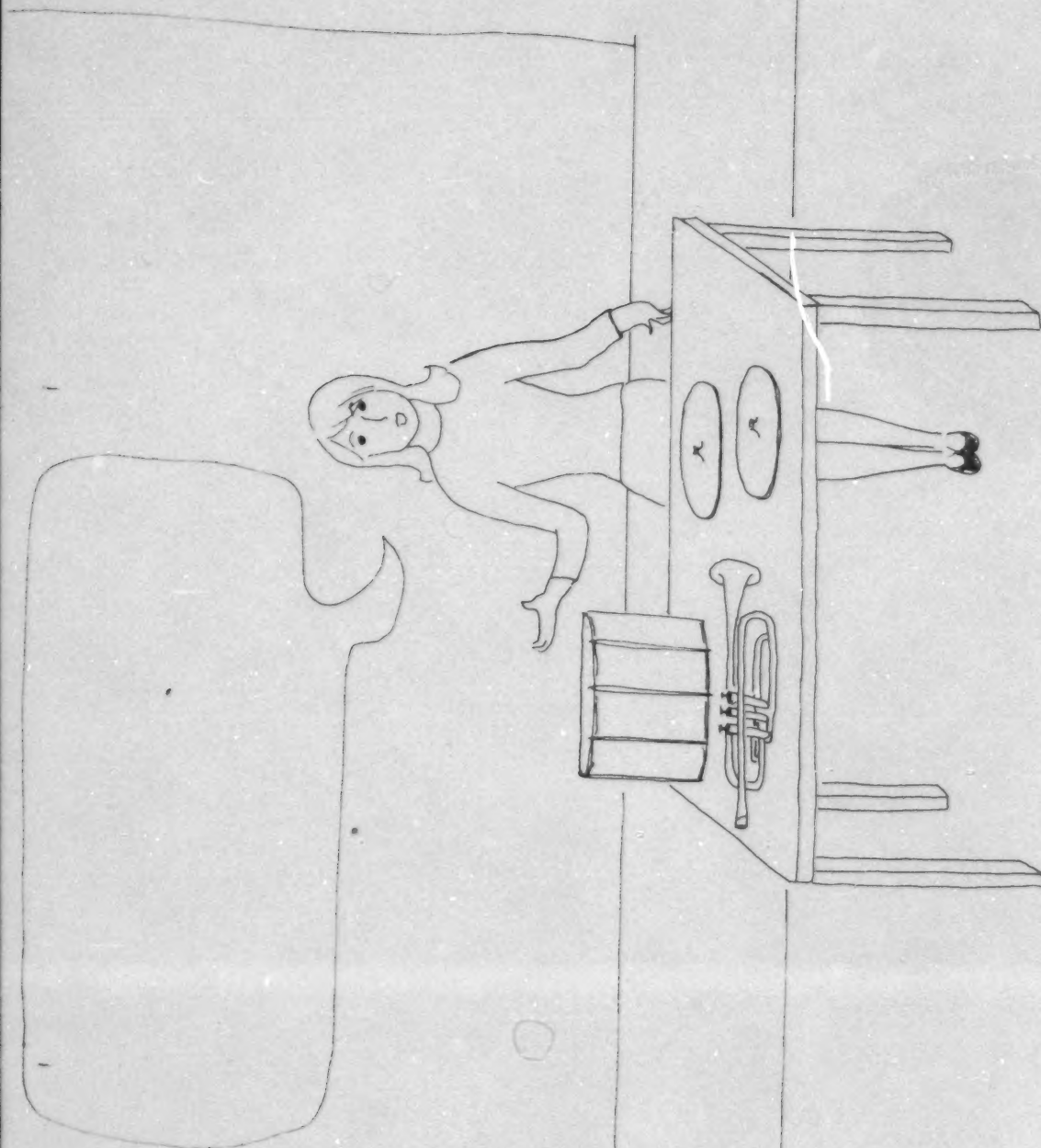
Manolo toca los platillos.

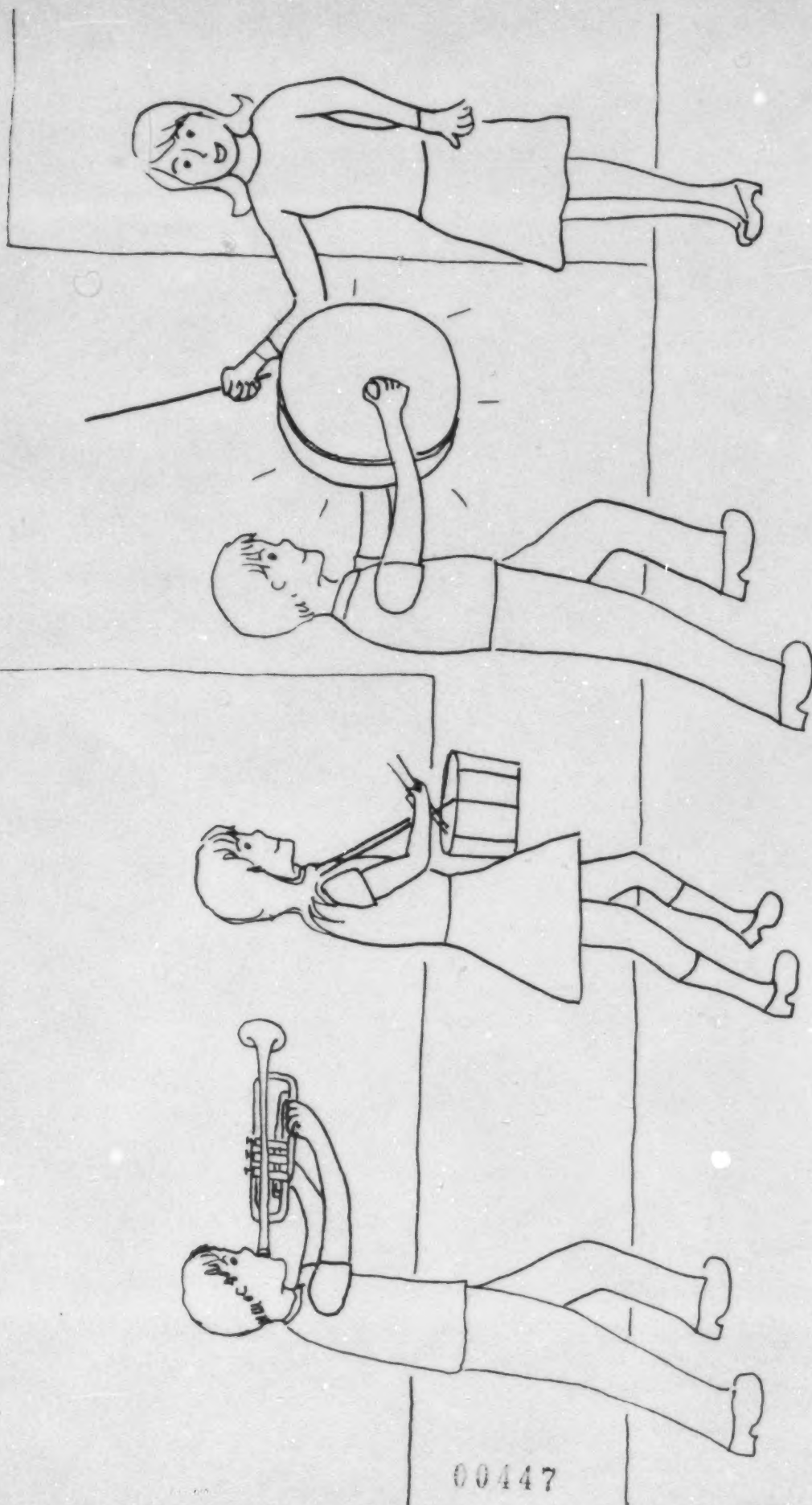
Have the children repeat.

3. Distribute these pictures and have the children write in the teacher's words in picture 1 and the captions for picture 2. Have them color their pictures.
4. Have individual children hold up the pictures in sequence and tell the story.

EVALUATION

Record each child's performance on step 4.





PART SIXTY-FOUR
REVIEW OF LESSON SIXTY-THREE

LANGUAGE PATTERNS

La maestra dice: "Vamos a tocar."

Un niño toca la trompeta, una niña
toca el tambor, y Manolo toca los
platillos.

MATERIALS

The teacher's set of pictures as for Lesson 63, pages 443-444.

PROCEDURE

1. Show picture 1. Point to the bubble and say:

La maestra dice: (point to the words)
"Vamos a tocar."

Write the sentence on the chalkboard. Ask:

¿Qué dice la maestra?

Point to the sentence on the chalkboard. Have the children reply:

Vamos a tocar.

Ask individually if you wish.

2. Show picture 2. Point to the boy playing the trumpet and say:

Un niño toca la trompeta.

Write this on the chalkboard. Have the children repeat. Point to the girl and say:

Una niña toca el tambor.

Write the sentence on the chalkboard. Have the children repeat. Point to Manolo, the child playing the cymbals and say:

Manolo toca los platillos.

Write the sentence on the board. Have the children repeat.

3. Have the children take turns to hold up each picture in turn and say something about it. Help as much as necessary.

EVALUATION

Record the children's performance on step 3.

LESSON SIXTY-FOUR

LANGUAGE PATTERNS

La maestra dice, "Vamos a jugar." Los niños dicen, "Sí, vamos a jugar." Manolo da una patada fuerte a la pelota y la pelota quiebra una ventana.

MATERIALS

A set of pictures for each child and a set for the teacher.

PROCEDURE

1. Show picture 1. Placing the words in the speaking bubble, say:

La maestra dice, "Vamos a jugar."

Have the children repeat. Say:

Los niños dicen, "Sí, vamos a jugar."

Place the words in the bubble and have the children repeat.

2. Show picture 2. Say, pointing, miming, and translating:

Manolo da una patada fuerte a la pelota y la pelota quiebra una ventana.

Write this sentence on the board. Help the children repeat after you. (Talk about the possible and probable consequences.)

3. Distribute the pictures and have the children write in the bubbles and captions. Have them say the words again as you hold up each picture.
4. Have individual children hold up the two pictures in sequence and tell the story.

EVALUATION

Record the children's performance on step 4.

PART SIXTY-FIVE
REVIEW OF LESSON SIXTY-FOUR

LANGUAGE PATTERNS

La maestra dice, "Vamos a jugar."

Los niños dicen, "Sí, vamos a jugar."

Manolo da una patada fuerte a la pelota
y la pelota quiebra una ventana.

MATERIALS

The teacher's set of pictures as for Lesson 64, pages 443-444.
The teacher's set of pictures for Lessons 62 and 63,
pages 436-438.

PROCEDURE

1. Show picture 1. Point to the bubble and say:

La maestra dice, "Vamos a jugar."

¿Qué dice la maestra?

Children: Vamos a jugar.

Point to the children in the picture and say:

Los niños dicen, "Sí, vamos a jugar."

¿Qué dicen los niños?

Children: Sí, vamos a jugar.

2. Show picture 2 and say:

Manolo da una patada fuerte a la pelota
y la pelota quiebra una ventana.

Write this on the board. Ask:

¿Qué hace Manolo?

Translate.

T/S: Manolo da una patada fuerte
a la pelota y la pelota quiebra una
ventana.

Repeat this question and answer.

3. Combine all the pictures for lessons 62, 63, and 64. Place the pictures on the chalk rail out of sequence. Tell the stories for the three sets of pictures. Ask a volunteer to rearrange the pictures in sequence to illustrate the stories.
4. Divide the group in two teams. Dictate a sentence at a time. One child from each team in turn will select the picture for the sentence dictated. Then ask a question about the sentence and have the child reply. Record a point each for every correct choice of picture. Encourage the children to listen carefully because a sentence might be dictated more than once.

EVALUATION

Record the children's performance on step 4.

LESSON SIXTY-FIVE

LANGUAGE PATTERNS

¿Cuánto cuesta?

Cuesta
Cuestan

Review: centavos, dólares, cinco, diez, veinticinco, dos, un dólar, cincuenta, setenta y cinco, quince, uno cincuenta.

MATERIALS

The board game, pages 452-453.
One die or number cube.
Marker for each player.

PROCEDURE

1. Point to each price on the board and say it. Have the children repeat after you.
2. Point again and have the children give you the price. Do this with the group and also individually.
3. Introduce the question:

¿Cuánto cuesta?

Point to any block or object on the board and say:

¿Cuánto cuesta?

Translate if necessary. Have the children reply along with you. Encourage short replies, as the children would reply naturally. For example:

T: ¿Cuánto cuesta?

S/T: Cinco centavos.

If you wish, you can have them reply with a full sentence.

Cuesta
Cuestan

cinco centavos.

Las manzanas cuestan cinco centavos.

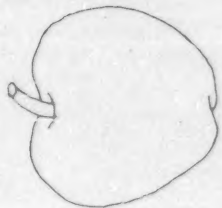
4. The Game. (8-10 players)

- a. The first player rolls number cube or dice. As he does so, he says:
¿Cuánto cuesta?
- b. The player moves as many spaces as the number shown on the dice or number cube.
- c. The player says the price which is written on the block where he landed.
- d. If he does not give the price correctly, he has to go back the same number of spaces as he moved forward.
- e. Whoever gets to the "Fin!" first is the winner.
- f. The winner becomes first to throw the dice for the next round of the game.

EVALUATION

Record the child's performance as they play the game.

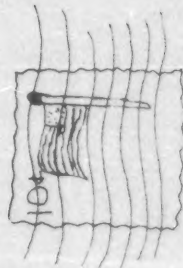
Empezar



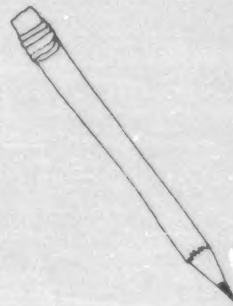
10¢



\$3.00



10¢



5¢



Lesson 65

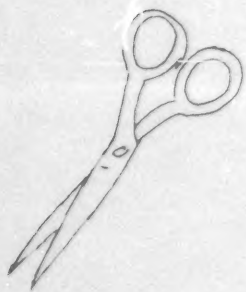
15¢



25¢



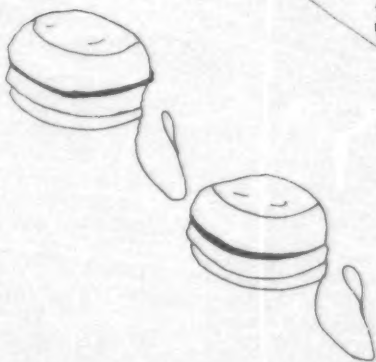
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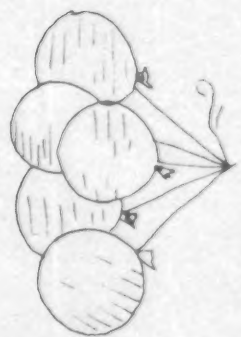
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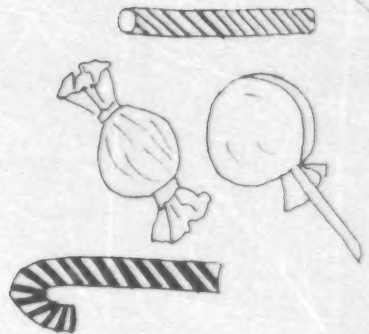
\$1.00



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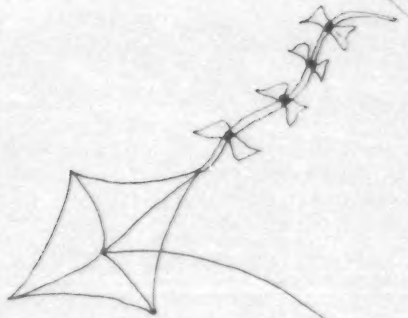
50¢



25¢



\$5.00



\$1.50



45¢

PART SIXTY-SIX

REVIEW OF LESSON THIRTY-THREE

LANGUAGE PATTERNS

¿ Es un muchacho o una muchacha?

¿ De qué color tiene los ojos, azules, verdes,
o cafés?

¿ Tiene pelo largo o pelo corto?

¿ De qué color es el pelo?

Es

rubio.
café.
negro.

¿ Trae puesto un suéter azul?

MATERIALS

A chart with these questions on it.

PROCEDURE

1. Use a volunteer from the group to be identified.
2. Refer to the chart. Say:

¿Es un muchacho o una muchacha?

Assist the children with answers. Refer to all the questions on the chart. Have another volunteer to be identified. Do the same.

3. Have another child volunteer. Say:

Díganme tres cosas sobre María.

Assist the children as much as necessary; for example, say:

María tiene pelo largo.
María tiene los ojos verdes.
María tiene el pelo negro.

Have them repeat, etc. Select another volunteer and this time see if the children can tell you three things about the child on their own.

4. Play "Adivina Quién Es."

Have the children sit in a group where they can see the chart. The guesser stands in front with his back to the group. Have the person to be identified stand behind him. As you position the children, say:

_____, párate aquí viendo para allá.

Y tú, _____, aquí, viendo para allá.

At first, help the guesser ask the group the questions in the language patterns. Also, help the group with replies.

EVALUATION

Record the children's performance on step 3.

LESSON SIXTY-SIX

LANGUAGE PATTERNS

¿Cuánto

voy
vas

 a recibir de cambio?

Cuesta _____;

pago
pagas

 con _____.

Voy a recibir _____.

MATERIALS

Cards with a price written on each one; have as many cards as prices the children know.

or

Two cubes with a price written on each face.
Play money; MAKE SURE YOU HAVE ENOUGH.
An envelope for each child to collect his money in.

PROCEDURE

1. Review the prices on the cards or cubes. Say each price and have the children repeat after you.

2. The Game

In this game the children either throw two dice or pick two cards. The larger number is the amount of money they will offer, the smaller is the price. They have to work out the change they will receive and then keep it to use for the auction, page _____.

First procedure, to teach the first person of the verb.

- a. The first person throws the two dice, or chooses two cards. He says:

¿Qué cambio voy a recibir?

(Have the children all repeat this phrase together the first time it is used.)

- b. The child points to the lower price and says:

Cuesta _____.

(Have the group repeat this the first time.)

- c. The child points to the higher number and says:

Pago con _____.

(Have the children repeat the first time.)

- d. The child says again:

¿Cuánto voy a recibir de cambio?

Voy a recibir _____.

If you wish, the child may work out his change on paper, or on some type of calculator.

- e. If the child says his change correctly, he receives it from you and puts it in his envelope.

- f. The next child has a turn.

- g. At the end of the game, the children count their money; the one with the most, wins.

Alternate Procedure, to be played on another occasion.
This teaches the second person forms of the verb.

With a banker:

- a. The player throws his dice or chooses his cards.

- b. As the child throws, the banker says:

¿Cuánto vas a recibir de cambio?

- c. The banker points to the cube or dice and says:

Cuesta _____.

Pagas _____.

¿Cuánto vas a recibir de cambio?

- d. The player replies:

Voy a recibir _____.

- e. Continue as before. The player with the most money at the end wins.

EVALUATION

Record each child's performance as they play the game.

PART SIXTY-SEVEN

REVIEW OF LESSON THIRTY-EIGHT

LANGUAGE PATTERNS

¿Tienes

la esposa del
el hijo del
la hija del

carnicero?
dentista?
cartero?
lechero?
panadero?
bombero?
peluquero?
carpintero?
profesor?
marinero?
policía?

¿Tienes

el esposo de la
la hija de la
el hijo de la

artista?
juez?
doctora?

Sí,

lo
la

 tengo.

No. Tienes que pescar.

MATERIALS

The card game from Lesson 38.

A chart from Lesson 38 made from all the cards mounted on a piece of tagboard.

Have it visible near where you play.

PREPARING THE CARDS FOR THE GAME "FAMILIAS"

1. Color the ditto sheets of cards. You can color-cue the families by making a border of the same color for every member of a family, or by coloring their clothes similarly.
2. Paste the ditto sheets firmly onto a stiff backing. Poster board is best.
3. Cut the cards; a paper cutter does the best job.
4. Cover the cards with clear contact paper.
5. Color another set of cards in exactly the same manner, with exactly the same colors, and paste them onto a tagboard chart.

PROCEDURE

This game is played like "Fish".

Help the children name the cards on the chart. To teach the game, have everyone play with their cards visible. If the children remember the game, up to 6 or 8 can play.

1. Deal 5 cards to each player, including yourself. Place the rest of the pack face down in the middle.
2. Show your hand. Say that you want to get all the members of a family together, so you are going to ask if anyone has a certain member.
3. Ask someone if they have a certain card:

Monica, ¿tienes la esposa del panadero?

Tell Monica if she has the card, she must give it and say:

Sí,

lo
la

 tengo.

If she has not, she must say:

No. Tienes que pescar.

4. If she has the card, you can ask her or someone else, for any other card. You must have at least one member of the family you ask in your hand before you ask. Continue to ask until you get a negative answer. It is then the next person's turn.
5. Help each child with their turn.
6. As soon as someone has a family, they place it on the table.
7. The first person to have no cards, either because they have got all families or because they have been asked for all their cards, goes "out."
8. Score by having everyone get 5 points per family and minus one point for each incomplete family member.
9. Play as many rounds as you like.
10. As soon as the children understand the game, or if they remember it well, have them play without showing their cards. If they find it hard to know if, for instance, they have "la esposa del carnicero", have them look at the chart for help.

11. They should begin to learn the strategy that if someone asks for a family member, they have that family in their hand, and can be asked in turn.

EVALUATION

Record the children's performance as they play the game.

LESSON SIXTY-SEVEN

LANGUAGE PATTERNS

Todos los niños van al circo. Ven a un payaso que da una bofetada a otro payaso. Ven a un mago que quiere sacar una paloma del sombrero, pero saca un león. El mago dice, "¡Socorro! ¡Domador! Viene el domador y le dice al león, "¡Quieto!" Todos dicen, "¡El domador es muy valiente!"

¿A dónde van los niños?
Van al circo.

¿Qué ven en el circo?
Ven a un payaso.

¿Qué hace el payaso?
El payaso da una bofetada a otro payaso.

¿Qué más ven los niños?
Ven a un mago.

¿Qué quiere hacer el mago?
Quiere sacar una paloma del sombrero.

¿Qué saca del sombrero?
Saca un león.

¿Qué dice el mago?
Dice, "¡Socorro! Domador!"

¿Qué le dice el domador al león?
Le dice, "¡Quieto!"

¿Qué dicen todos?
Dicen, "¡El domador es muy valiente!"

MATERIALS

Pictures, pages 466-471, one for each child.

Pictures for yourself of a dove, a magician's hat, page 471.

NOTE: This lesson can be divided into sections to correspond with each picture.

PROCEDURE

Picture 1:

1. Show the group picture 1. Tell them the caption:
Todos los niños van al circo.

Have the group repeat a few times; translate if necessary.

2. Ask the children:

¿A dónde van los niños?

Help them reply:

Van al circo.

Ask individual children after the group has replied.

3. Give each child picture 1, and have them copy the caption:

Los niños van al circo.

Picture 2:

1. Hold up the second picture. Say:

Ven a un payaso.

Point to the clown who is hitting. Have the children repeat after you. Say:

Ven a un payaso (point to the first clown)
que da una bofetada a otro payaso (point
to the clown who has been hit.)

Have the children repeat the whole sentence after you. Translate if necessary.

2. Ask, and translate the question if necessary:

¿Qué ven en el circo?

Help the children reply:

Ven a un payaso.

3. Ask:

¿Qué hace el payaso?

Help the children reply:

El payaso da una bofetada al otro payaso.

Gesture when you say this sentence, and have the children gesture too.

4. Give out the pictures and have the children copy the captions.

Picture 3:

1. Show the children the third picture. Pointing to the magician, say:

Ven a un mago.

Have them repeat.

2. Ask:

¿Qué más ven?

Help them reply:

Ven a un mago.

3. Say:

Ven a un mago que quiere sacar una paloma del sombrero.

You may have to translate "quiere".

The best way to translate the next part is to show the picture of a hat and a dove. Pantomime as you say "sacar" and point as you say "una paloma" and "del sombrero" a couple of times. Then ask a child to tell you what you are saying in English. They will probably have understood; if they have not, tell them.

Help the children repeat this sentence after you; point to the pictures to help them.

4. Show the third picture. Say:

Pero saca un león.

Ask a child to translate; make sure they all understand.

5. Ask:

¿Qué quiere sacar?

Help them reply:

Quiere sacar una paloma.

Ask:

Pero, ¿qué saca?

Help them reply:

Saca un león.

6. Give out the pictures and have them copy their captions.
7. Still using the third picture, say:

El mago dice, "¡Socorro! ¡Domador!"

Show a picture of a lion tamer, or point to the one in picture 4. Translate, and have the children repeat after you.

Picture 4:

1. Show the next picture. Say:

Viene el domador y le dice al león, ¡Quieto!"

2. Have the children repeat after you.

3. Ask:

¿Qué dice el domador?

Encourage the children to say "quieto" with a firm, lion tamer voice!

4. Give out the pictures and have the children copy in the caption.

Picture 5

1. Show the last picture. Say, with drama in your voice:

Todos dicen, "¡El domador es muy valiente!"

Help the children translate this, and have them repeat it.

2. Ask:

¿Qué dicen?

Help them reply:

Dicen, "¡El domador es muy valiente!"

3. Give out the pictures and have the children copy the captions.

To finish up:

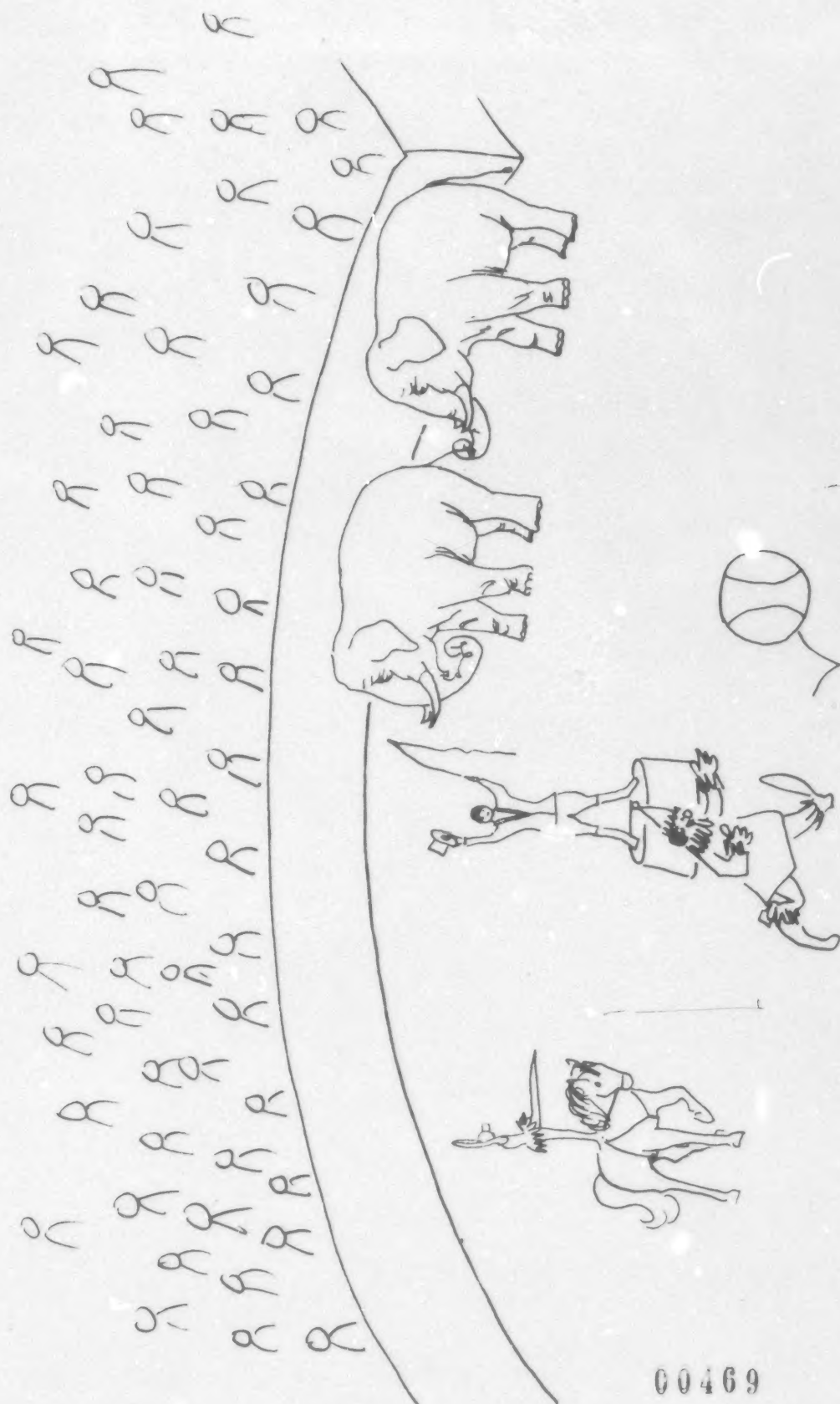
Have the children color their pictures, either when they have had them all, or as you proceed throughout the lesson.

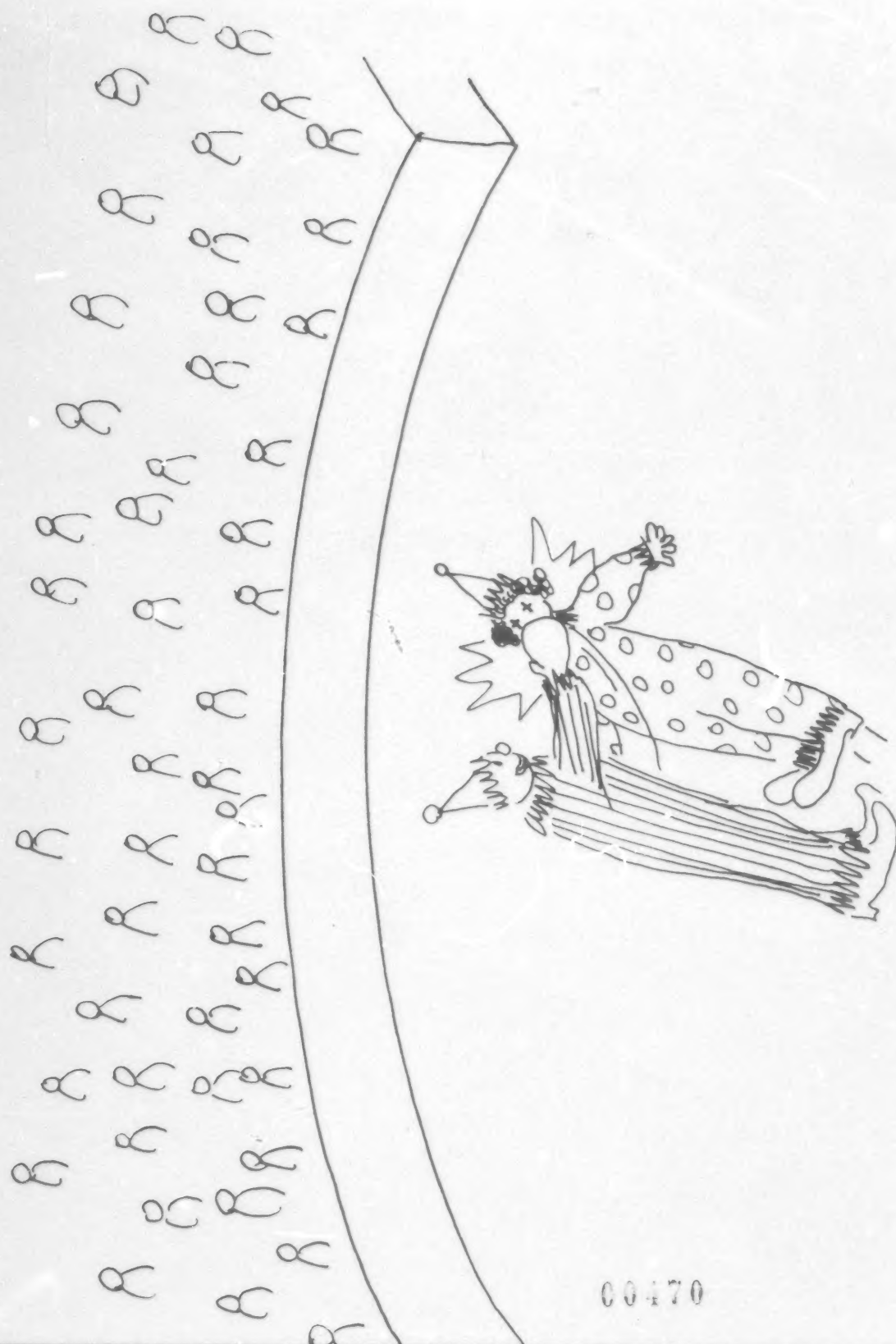
Staple the books together.

All read through the book together again.

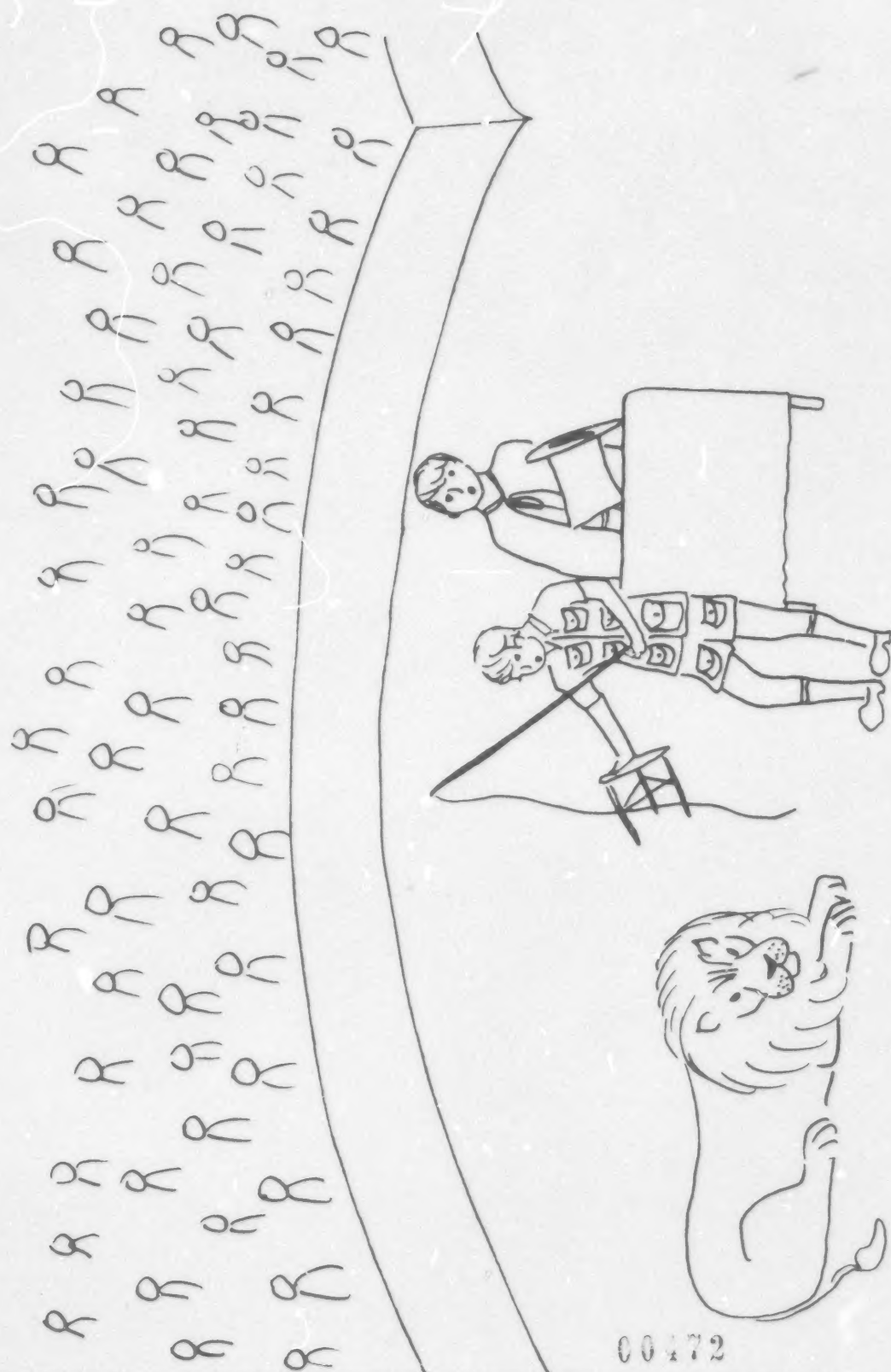
EVALUATION

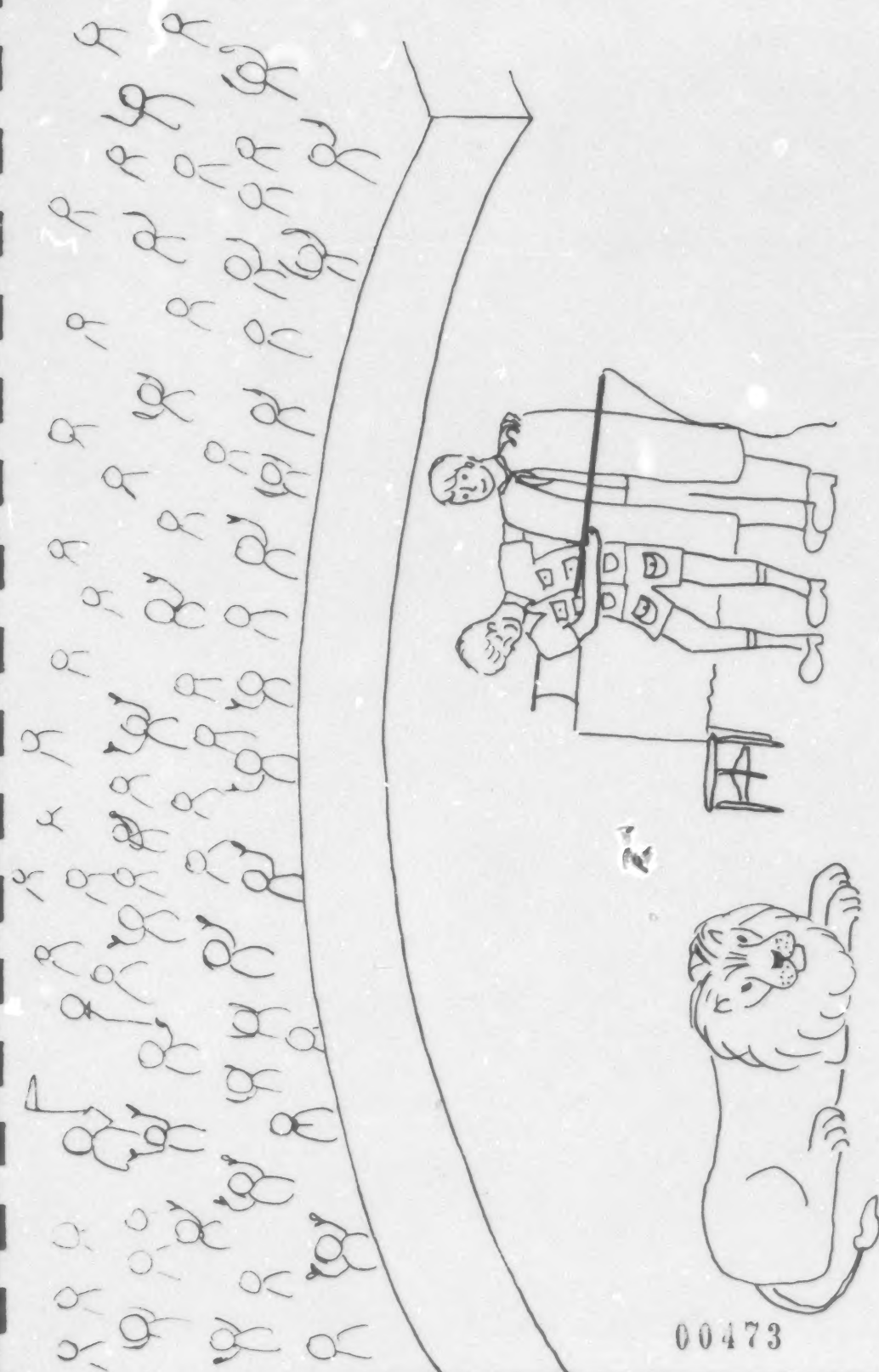
Each child will have a book. Ask the questions for each page; the children may look at their books as they answer. You can evaluate the whole group, or part of the group, or individual children in this way.











00473

PART SIXTY-EIGHT
REVIEW OF LESSON SIXTY-SEVEN

LANGUAGE PATTERNS

Todos los niños van al circo. Ven un a
payaso que da una bofetada a otro
payaso. Ven a un mago que quiere sacar
una paloma del sombrero, pero saca un
león. El mago dice, "¡Socorro! ¡Domador!"
Viene el domador y le dice al león, "¡Quieto!"
Todos dicen, "¡El domador es muy valiente!"

MATERIALS

The set of pictures as for Lesson 67.
Drawing paper.
Crayolas.

PROCEDURE

1. Tell the whole story. Use the pictures accordingly. Point to things in the picture as they are mentioned in the story. As the story is being told ask the group, or individuals, questions.

For example, after the first sentence, ask:

¿Quiénes van al circo?

¿A dónde van los niños?

Continue in this way for the rest of the story.
If children want to tell about circus experiences, encourage them.

2. Write the story on a chart or the chalkboard. Have the children draw a picture for each episode. Assist them with their captions. Title for story:

Un día en el circo.

00474

Staple the pictures together in book form. The children can take them home after completion.

EVALUATION

Record the children's performance on step 1.

LESSON SIXTY-EIGHT

LANGUAGE PATTERNS.

Yo toqué mi

trompeta. saxofón. tambor. clarinete.
--

MATERIALS

Mural making materials.
Pictures of instruments.

PROCEDURE

1. Show the children a picture or pictures of a parade.
Say:

Éste es un desfile.

2. Show the children pictures of the four instruments named in the language patterns. Say:

Ésta es una trompeta.

Have the children repeat after you.

3. Tell the children:

Vamos a dibujar un desfile. Ustedes escogen un instrumento, luego hacen un dibujo de ustedes mismos tocando el instrumento.

Translate as much as necessary. Help the children choose their instruments.

4. When each child has done a picture of himself or herself playing an instrument, help them prepare the mural for the figures: draw crowds watching the parade, other details. Then place the figures as if they were a band marching in the parade.
5. Pointing to the mural, say:

Para la fiesta del pueblo los niños tuvieron un desfile. Ellos formaron una banda y marcharon en el desfile.

Translate if necessary. Have each child come to the

mural, point to his picture, and help him say:

Yo toqué mi _____.

6. Have the children come and point to their pictures and say the sentence without your help.

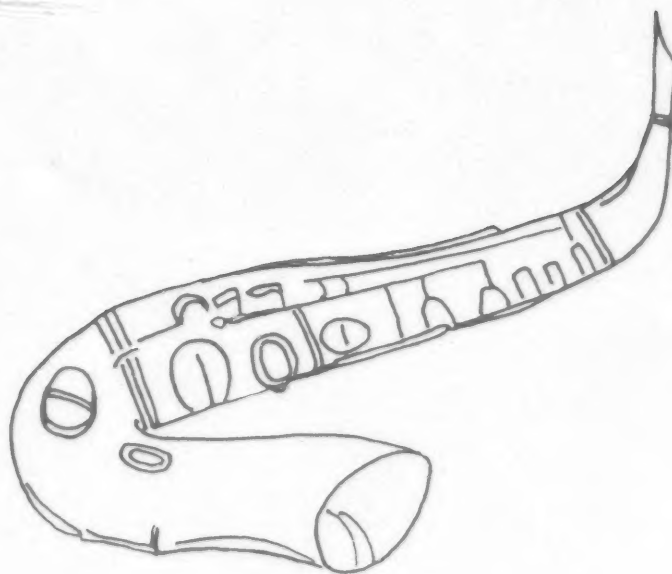
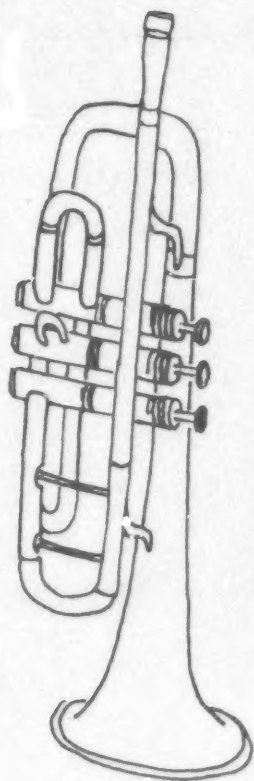
7. Dictate:

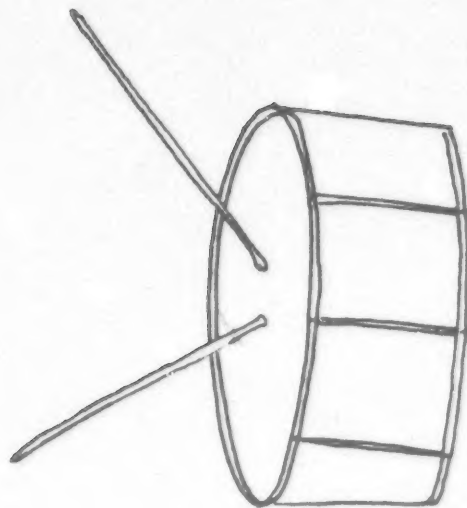
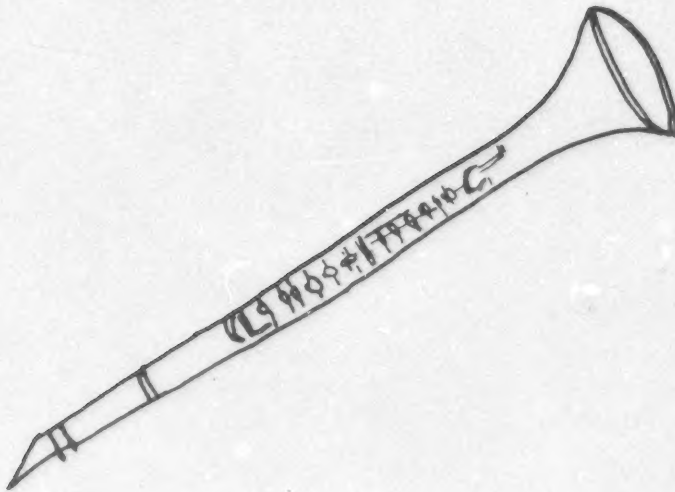
En el desfile, toqué mi _____.

Have the children fill in the name of the instrument they played. Have a list visible that they can copy from.

EVALUATION

Record the children's performance on step 5.





PART SIXTY-NINE

REVIEW OF LESSON FORTY-NINE

LANGUAGE PATTERNS

Juan se levanta a las siete.

Juan dice, "Me levanto a las siete."

Juan se van a la escuela a las ocho.

Juan dice, "Me voy a la escuela a las ocho."

Juan come a las doce.

Juan dice, "Como a las doce."

Juan sale de la escuela a las tres de la tarde.

Juan dice, "Salgo de la escuela a las tres de la tarde."

Juan cena a las siete de la noche.

Juan dice, "Ceno a las siete de la noche."

Juan se acuesta a las nueve.

Juan dice "Me acuesto a las nueve."

¿A qué hora _____ Juan?

¿A qué hora _____?

MATERIALS

Teacher's set of pictures, pages 359-364.

A worksheet for each child. For example:

Juan
Yo

se levanta a las siete.

Juan
Yo

me levanto a las siete.

Juan
Yo

se va a la escuela a las ocho. etc.

PROCEDURE

1. Show picture 1 and say:

Juan se levanta a las siete.

¿A qué hora se levanta Juan?

Translate. Assist them with their reply:

Se levanta a las siete.

Then say:

¿A qué hora te levantas?

Help them reply:

Yo me levanto a las siete.

Continue in this way with the rest of the pictures.

2. Give the children an opportunity to take your place in asking the question. Assist them with the questions at first.
3. Have the children do their worksheets.

EVALUATION

Record the children's performance on step 2 and 3.

LESSON SIXTY-NINE

LANGUAGE PATTERNS

Paco: Vamos a jugar con una canoa.

All: ¿Qué es una canoa?

Child #1: ¿Sirve para jugar?

Child #2: ¿Sirve para comer?

Child #3: ¿Sirve para leer?

Child #4: ¿Sirve para sentarse?

Juan: Es un barquito. Aquí está en el jardín.

Narrator: (Teacher with 2 or 3 children acting
as narrators) Los niños suben a la canoa.

All: Pero no se mueve. ¿No sería mejor poner
la canoa en el agua?

MATERIALS

A canoe made from a refrigerator carton, and decorated by
the children.

PROCEDURE

1. Tell the children they are going to dramatize a story
about Paco and his friends. Tell them Paco has a
canoe and wants his friend to play with him but most
of the children do not know what a canoe is. Tell
them that Paco shows off his canoe which is out in the
yard and that all try to ride the canoe but they realize
the yard is not the right place to ride it.

NOTE: DO THIS WITH A GROUP OF SEVEN CHILDREN.

2. Ask:

¿Quién quiere ser

Paco?
Juan?

Say:

Necesito cinco niños.

Choose these seven parts.

3. Have Paco say:

Vamos a jugar con una canoa.

Have the others help him by repeating; say:

Ayúdenle; repitan las palabras.

Ahora, Paco solo.

4. Say:

Le pregunta a Paco:

¿Qué es una canoa?

Say to the others:

Ayúdenle; repitan, "¿Qué es una canoa?"

Say:

Le pregunta a Paco:

¿Sirve para jugar?

Translate. Have him repeat and have the others help.

Say:

Le pregunta a Paco:

¿Sirve para comer?

Translate. Have him repeat and have the others help.

Say:

Le pregunta a Paco:

¿Sirve para leer?

Say:

Le pregunta a Paco:

¿Sirve para sentarse?

5. Have Paco and the five children repeat the full dialogue.
Have Paco shake his head in reply to each question.

6. Have Juan say, pointing to the canoe:

Es un barquito. Aquí está en el jardín.

Have the others help him learn the words by repeating with him.

7. Say:

Los niños suben a la canoa.

Direct them to get in. Have all the children say:

Pero no se mueve.

¿No sería mejor poner la canoa en el agua?

Have the others help them learn these words.

8. Repeat the whole dramatization.

EVALUATION

Record the children's performance during the dramatization.

REVIEW SEVENTY
REVIEW OF LESSON FORTY-EIGHT

LANGUAGE PATTERNS

¿Qué hora es?

Es la una.

Son las

dos
tres
cuatro.

MATERIALS

Clock board game, see Lesson 48, page 350 .

PROCEDURE

1. Review the tune as for step one of Lesson 48, page 350 .
2. Follow up with any selected clock games. See step 4 of Lesson 48, page 351 .

EVALUATION

Record the children's performance in these activities.

LESSON SEVENTY

LANGUAGE PATTERNS

Los niños están haciendo las maletas.

Un niño dice, "¡Mamá! ¿Dónde llevo estas cosas? ¡No caben en mi maleta!" La mamá dice, "No puedes llevar tantas cosas. Sólo lleven tres juguetes cada uno. Luisa lleva _____. Paco lleva _____. Manolo lleva _____. Todos ponen sus maletas en el carro, se suben y se van al campo.

MATERIALS

Pictures, pages 487-488.

PROCEDURE

1. Say and translate:

La familia se va de vacaciones. Los niños están haciendo sus maletas.

Show picture 1. Say, pointing:

"¡Mamá! ¿Dónde llevo estas cosas?

Un niño dice, ¡No caben en mi maleta!"

Ask:

¿Qué dice el niño?

Have the children reply, and place the words in the bubble:

¡Mamá! ¿Dónde llevo estas cosas?

¡No caben en mi maleta!

Say:

Mamá dice, "Sólo lleven tres juguetes cada uno."

Translate, and ask:

¿Qué dice mamá?

Have the children answer:

Sólo lleven tres juguetes cada uno.

Place the words in the bubble.

2. Have the children draw and cut out three toys they would like to take with them if they were going on vacation.

Say:

Dibujen tres juguetes que les gusten, y después recórtelos.

(You could end the first session here.)

3. Collect the toys and place them in a box. Have three boxes labelled Luisa, Paco, and Manolo, and decorated to look like suitcases. Say:

Ahora los niños van a hacer las maletas.

Luisa lleva _____.

Choose three toys, hold them up, and name them. Have the children repeat after you. Choose three more and say:

Paco lleva _____.

Have the children repeat.

Do the same for Manolo.

4. Return the toys to the box and let a child choose the toys and lead the group in repetition as you did. Help with naming the toys.

5. Show picture 2. Say:

Todos ponen sus maletas en el carro.

Have the group repeat. Say:

se suben _____

Have the group repeat. Say:

y se van al campo.

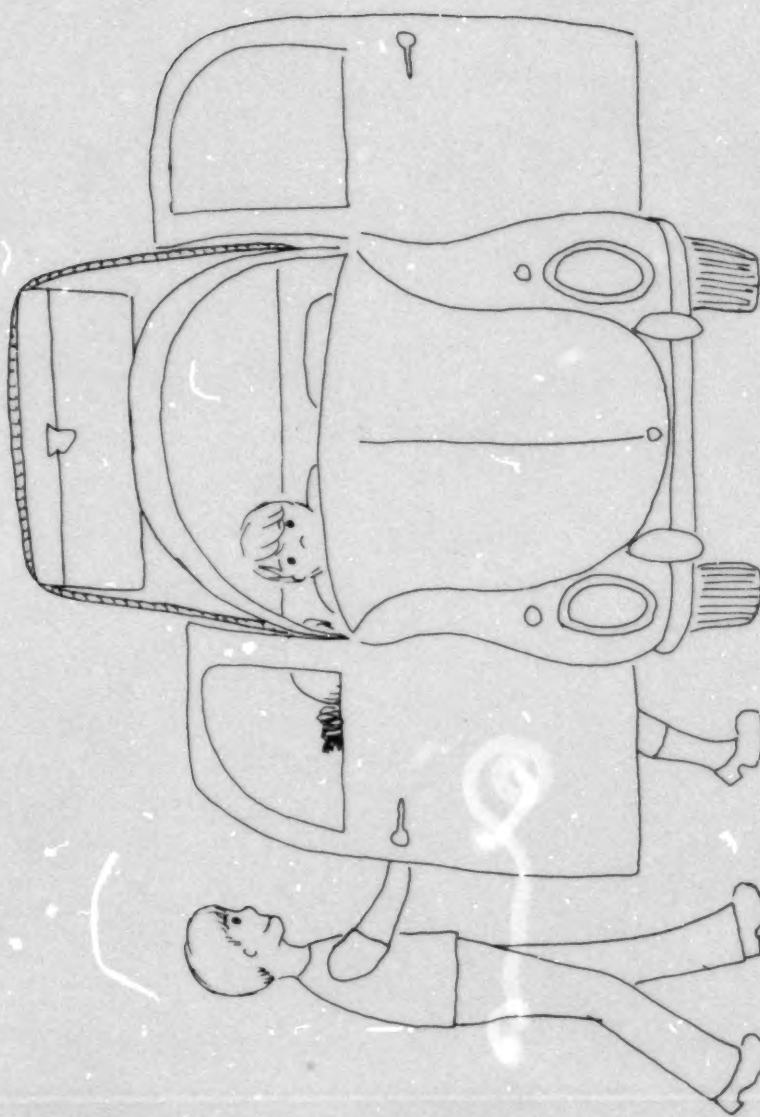
00487

Have them repeat the whole sentence.

6. Have the children fill in the bubbles on the first picture and the caption on the second picture, and color their pictures.
7. Make a "Juguetes" display. Pin up the toys they drew, and help the children label them. You could have the toys in a pretend suitcase, and each one labelled on the back. The children could use them as flash cards.

EVALUATION

Record the children's performance throughout the lesson.



PART SEVENTY-ONE
REVIEW OF LESSON SIXTY-EIGHT

LANGUAGE PATTERNS

Yo toqué mi

trompeta. saxofón. tambor. clarinete.
--

MATERIALS

Pictures of instruments from Lesson 68, pages 476-477.
Drawing paper.
Crayolas.

PROCEDURE

1. Show a picture of each instrument and say:

una trompeta, un saxofón, etc.

Show the picture again. Ask:

¿Qué es?

Help the children reply:

una trompeta, etc.

Have pictures of other instruments if you wish.

2. Place one picture at a time on the chalk rail and say:

Yo toqué mi _____.

Mime the action. Have the children take turns doing the same.

3. Do a "Substitution Drill." Say the name of the instrument and call on someone. The child being called has to say:

Yo toqué mi _____.

He can also mime the action.

4. Have the children draw their own pictures of the instruments. Assist them with the captions. Write the captions on the chalkboard and have the children copy them.

EVALUATION

Record the children's performance on step 2.

LESSON SEVENTY-ONE

LANGUAGE PATTERNS

Con la canoa arriba del carro, los niños llegan al campo.

Primero se encuentran una lagartija; luego, todos se sientan a comer.

En la tarde todos suben a la canoa. Dicen: "¡Adelante! ¡Somos piratas!"

Todos están muy contentos hasta que Eeto da con el remo a Lupe. Lupe cae al lago. su papá la coge.

Manolo dice, "No ha sido nada."

MATERIALS

A booklet for each child, pages 491-495.

PROCEDURE

1. Have the children fold their booklets.
2. Read the title page to them, Translate. Have them repeat after you.
3. NOTE: TRANSLATE AS MUCH AS NECESSARY.

Page 1: Tell the children that they will have to do something for each picture. Read the sentence. Ask:

¿Dónde está el carro?

See that they point correctly. Say:

Tienen que dibujar la canoa.

Translate. Read the sentence again. Ask:

¿En dónde van a dibujar la canoa?

If they don't reply, read again:

Con la canoa arriba del carro. . .

Have them draw the canoe on the car. Help them read the caption.

Page 2: Show the children a picture of a lizard.

Say:

Esto es una lagartija.

Read:

Primero se encuentran una lagartija.

Translate if necessary. Have the children repeat. Say:

Dibujen una lagartija donde ustedes quieran.

When they have drawn the lizard, help them read the caption again.

Page 3: Read the caption, then say:

Ustedes van a dibujar la comida .

When they have drawn the picnic food, have some children show their picnics to the group and help them say what they have drawn.

Help the children write some of the things they have eaten.

Read the caption again, and have the children repeat after you.

Page 4: Read the caption, Say:

Ustedes van a dibujar una bandera de piratas, unos (eye patches) y unos sombreros de piratas.

Read the caption again. Ask:

¿Qué dicen los niños?

Have them write the children's words in the bubble.

Help them read the caption again.

Page 5: Read the caption. Say:

Ustedes van a dibujar a Lupe. También dibujen las cosas de los piratas.

When they have drawn Lupe and the pirate things, read the caption again and have the children repeat after you.

00494

Page 6: Read the caption. Ask:

¿Qué dice Manolo?

Have the children reply, and then write his words in the bubble.

4. Let the children color their books, decorate the covers, etc.
5. On another occasion, read the book to the group as they follow in their books. Ask individual children to read their books to you.

EVALUATION

Record each child's performance on step 5.

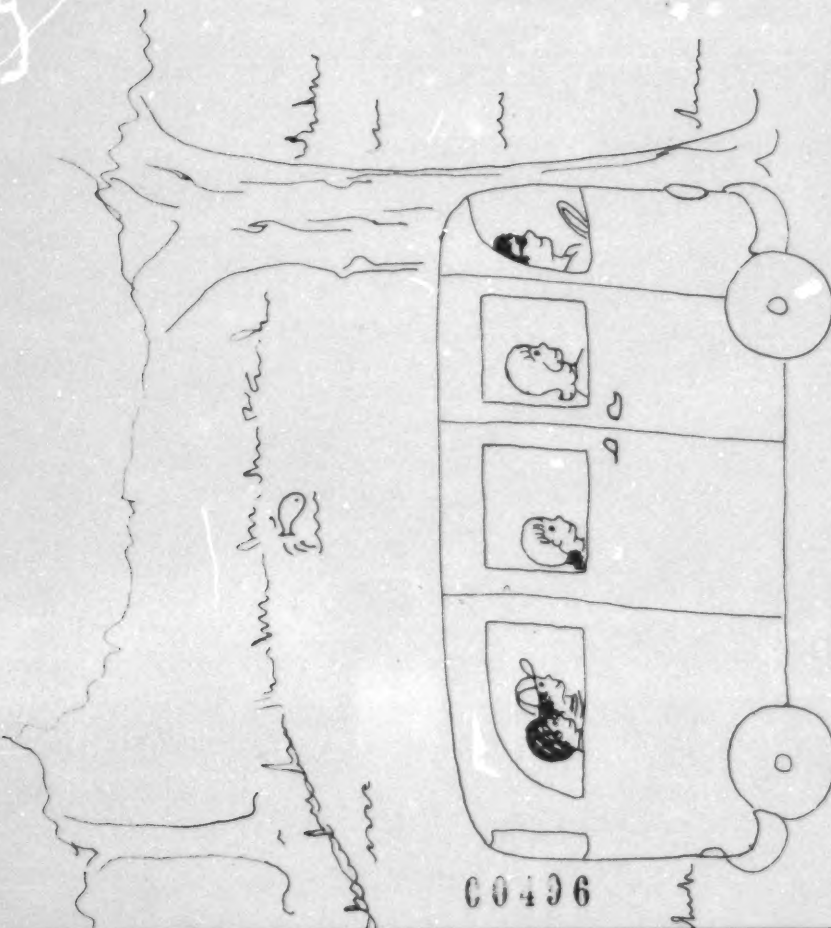
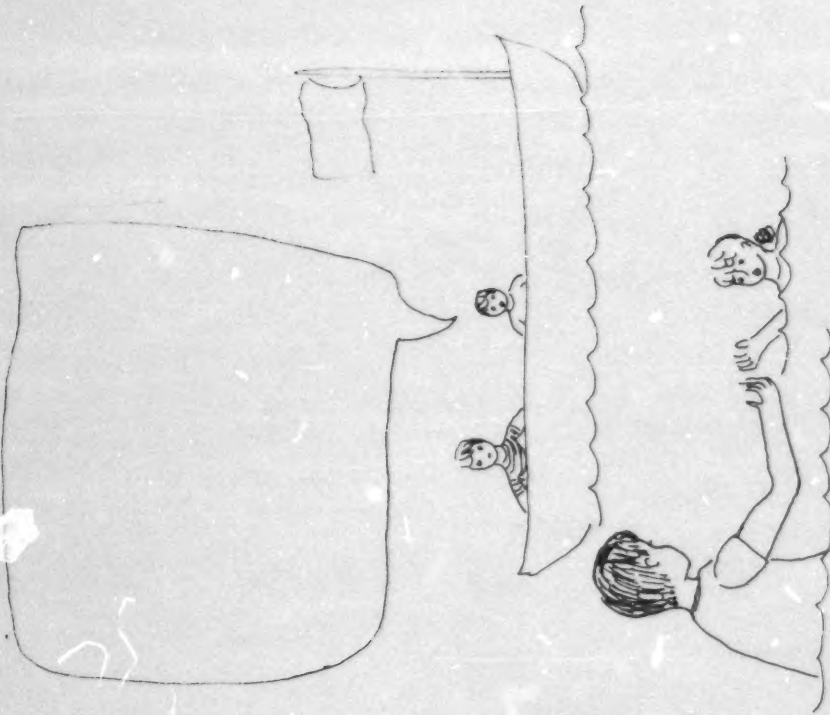
Su papá la cose. Manolo dice: - No
ha sido nada.

6

Con la canoa arriba del carro,
los niños llegan al campo.

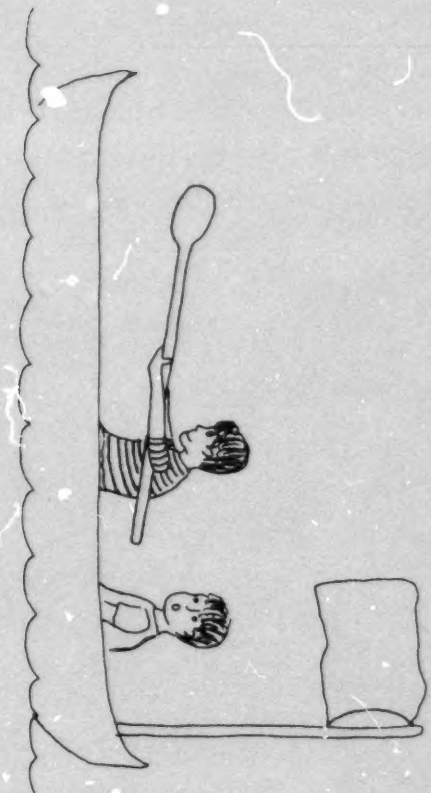
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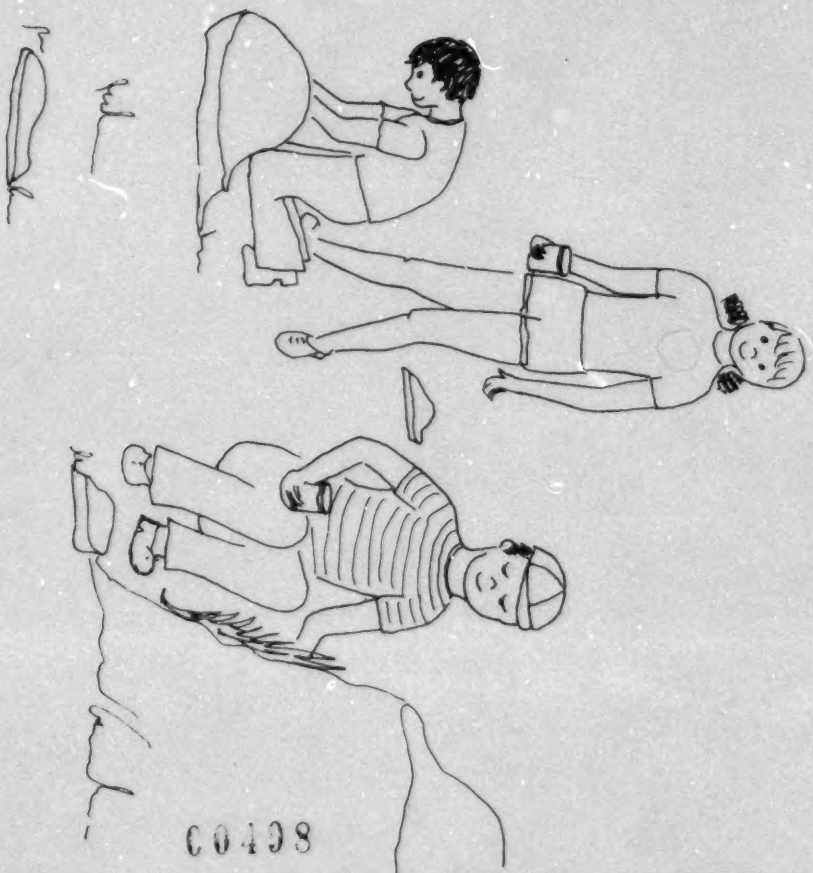


UN DÍA AL LADO DEL RÍO

00497

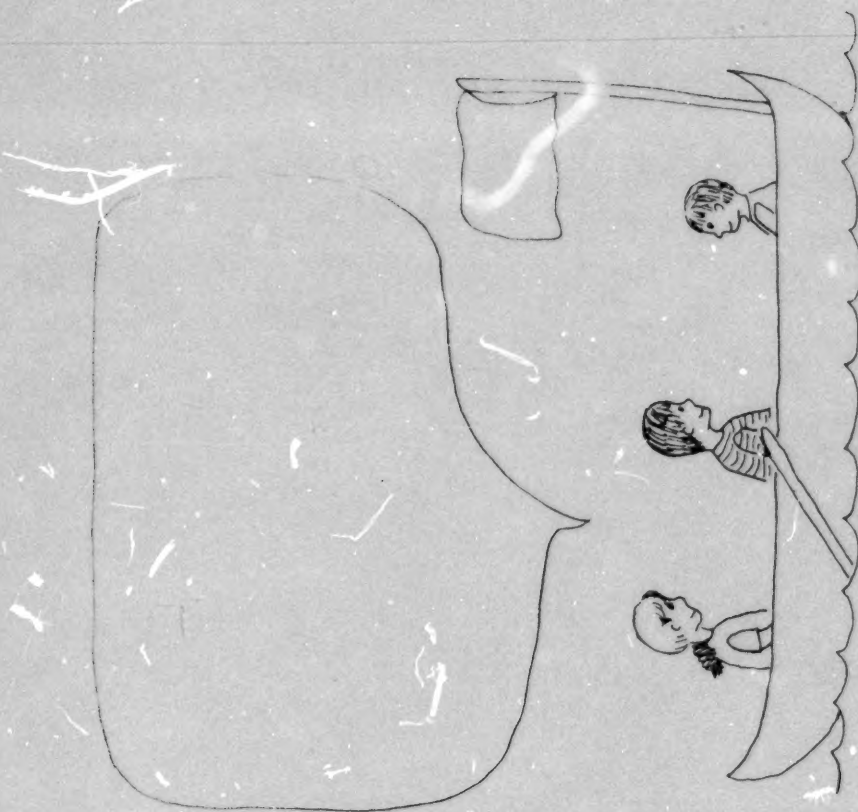


Todos están muy contentos hasta que
 Paco da con el remo a Lupe. Lupe cae
 al agua.



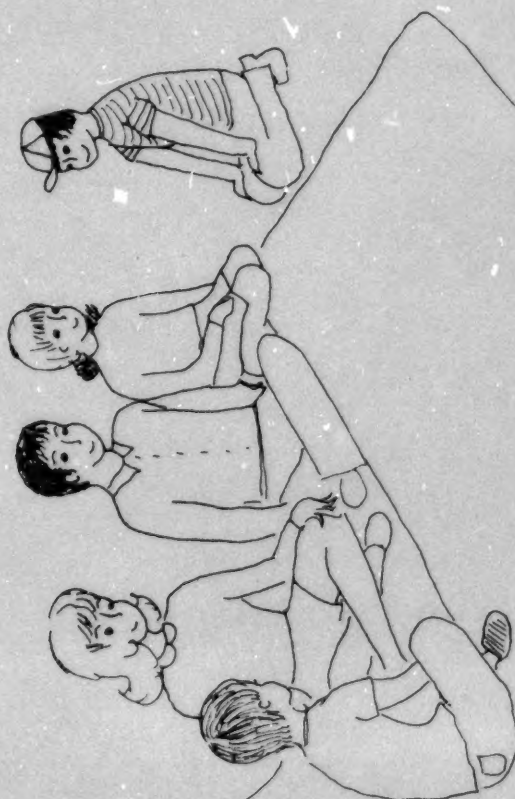
Primero se encuentran una lagartija.

00408



En la tarde, todos suben a la canoa.
Dicen, ¡Adelante! ¡Somos piratas!

4.



Luego, todos se sientan a comer.

3.

PART SEVENTY-TWO

REVIEW OF LESSON FIFTY-SIX

LANGUAGE PATTERNS

Les tengo miedo a

los fantasmas.
las brujas.
las casas de espanto.

¿Les tienes miedo a ____?

Mi

hermanito
hermanita

les tiene miedo a ____.

MATERIALS

Pictures of ghosts, witches, a haunted house, and any other scary things the children are familiar with.
Drawing paper.
Crayons.

PROCEDURE

1. Review by asking each individual child in the group as you show each picture card:

¿Le tienes miedo a ____?

Assist the children when they have difficulty with their replies.

2. Hold up one picture card at a time. Say:

Ustedes pueden decirme una de estas cosas:

Les tengo miedo a los fantasmas. No les tengo miedo a los fantasmas. Mi hermanito/a les tiene miedo a los fantasmas. Mi hermanito/a no les tiene miedo a los fantasmas.

Do this for each picture.

EVALUATION

Record each child's performance on step 2.

LESSON SEVENTY-TWO

LANGUAGE PATTERNS

¿Qué has pintado?

He pintado un

pájaro.
árbol.
lago.
pirata.

He pintado una

canoa.
bicicleta.

He pintado unas

flores.

¿Qué ha pintado Sue?

Ha pintado ____.

MATERIALS

Painting materials.

Pictures of each item in the language patterns,
from magazines, etc.

PROCEDURE

1. Assign the subjects in the language patterns for pictures, and let the children choose one to paint.

Show them some pictures of each subject for inspiration. Then they can either copy or follow their own ideas. Paint a picture yourself.

2. Select a group of pictures. Hold them up one at a time and say:

un pájaro
una canoa, etc.

Have the children repeat. Return the pictures to the children.

3. Hold up the picture you painted; say:

He pintado ____.

4. Have each child in turn hold up his picture and help him say:

He pintado ____.

5. Ask:

¿Qué ha pintado Sue?

Have Sue hold up her painting and the rest of the group say:

Sue ha pintado ____.

Point out that we say "he pintado" when we speak of ourselves; "ha pintado" when we speak about another person.

6. Dictate some of these sentences to the group.

7. Keep the pictures for review.

EVALUATION

Record the children's performance on steps 4 and 6.

PART SEVENTY-THREE

REVIEW OF LESSON SEVENTY-TWO

LANGUAGE PATTERNS

¿Qué has pintado?

He pintado un

pájaro.
árbol.
lago.
pirata.

He pintado una

canoa.
bicicleta.

He pintado unas

flores.

¿Qué ha pintado Sue?

Ha pintado _____.

MATERIALS

Use same pictures as for Lesson 72.

PROCEDURE

1. Have each child in turn hold up his picture and help him say:

He pintado _____.

2. Ask:

¿Qué ha pintado Sue?

Have Sue hold up her painting and the rest of the group say:

Sue ha pintado _____.

Remind the children again that we say "he pintado" when we speak of ourselves; "ha pintado" when we speak of another person.

Dictate some of these sentences to the group.

Children can take their paintings home.

EVALUATION

Record the children's performance on step 2.

LESSON SEVENTY-THREE

LANGUAGE PATTERNS

Auctioneer's language: ¿Cuánto dan por esto?

¿Quién da más?

_____ se la/lo llevó.

Participant's language: Yo doy. . .

MATERIALS

Things to auction: comic books, used educational games, old crayolas, pencils, cookies, etc.

The children may bring things they would like to auction from home if they wish.

Give out change envelopes from the Cambio game.

If there are not enough change envelopes prepare some.

PROCEDURE

1. Place the objects on the table in front of the audience.
2. Pass out the change envelopes.
3. Set the example by being the auctioneer first.

- a. Show the object and say:

¿Cuánto dan por esto?

Translate if necessary.

- b. Assist the children by modeling their reply:

Yo doy _____.

- c. Then the auctioneer asks:

¿Quién da más?

- d. Someone else will say:

Yo doy _____.

- e. The one who offers more gets the object. Then the auctioneer will say:

Joy se lo llevó.

- f. As soon as you think someone is ready to be the auctioneer, let them have a turn.

You could have an accountant to take money and give change.

EVALUATION

Record each child's performance as they do the auction.

PART SEVENTY-FOUR
REVIEW OF LESSON SIXTY-SIX

LANGUAGE PATTERNS

¿Cuánto

voy
vas

 a recibir de cambio?

Cuesta _____

pago
pagas

 con _____.

Voy a recibir _____.

MATERIALS

Cards with a price written on each one; have as many cards as prices that the children know or
Two cubes with a price written on each face.
Play money; MAKE SURE YOU HAVE ENOUGH.
An envelope for each child to collect his money in.

PROCEDURE

1. Review the prices on the cards or cubes. Say each price and have the children repeat after you.

2. The Game

In this game the children either throw two dice or pick two cards. The larger number is the amount of money they will offer, the smaller is the price. They have to work out the change they will receive.

First procedure, to teach the first person of the verb.

- a. The first person throws the two dice, or chooses two cards. He says:

¿Cuánto voy a recibir de cambio?

(Have the children all repeat this phrase together the first time it is used.)

- b. The child points to the lower price and says:

Cuesta _____.

(Have the group repeat this the first time.)

- c. The child points to the higher number and says:

Pago con _____ 00506

(Have the children repeat the first time.)

- d. The child says again:

¿Cuánto voy a recibir de cambio?

Voy a recibir ____ .

If you wish, the child may work out his change on paper, or on some type of calculator.

- e. If the child says his change correctly, he receives it from you and puts it in his envelope.
f. The next child has a turn.
g. At the end of the game, the children count their money; the one with the most wins.

Alternate Procedure, to be played on another occasion. This teaches the second person forms of the verb.

With a banker:

- a. The player throws his dice or chooses his cards.
b. As the child throws, the banker says:

¿Cuánto vas a recibir de cambio?

- c. The banker points to the cube or dice and says:

Cuesta ____ .

Pagas ____ .

¿Cuánto vas a recibir de cambio?

- d. The player replies:

Voy a recibir ____ .

- e. Continue as before; the player with the most money at the end, wins.

EVALUATION

Record the children's performance as they play the game.

LESSON SEVENTY-FOUR

LANGUAGE PATTERNS

El camionero	carga y lleva productos a las tiendas, trabaja de día y de noche.
La dentista	arregla las muelas picadas. limpia los dientes de los pacientes.
El policía	carga una pistola y una insignia maneja un carro negro con blanco.
La chofer del camión	maneja el camión de la escuela. lleva a los niños hasta sus casas.

¿Quién carga y lleva productos a las tiendas?

¿Qué hace

el
la

 _____?

MATERIALS

Magazine pictures of:

- a truck driver driving a truck which supplies supermarkets.
 - a truck at night.
 - a woman dentist at work.
 - a policeman driving a black-and-white.
 - a woman bus driver, driving a school bus.
- A Lotto card for each child, with the six sentences on it. Make each card different. Two cards naming each occupation for each child.

PROCEDURE

NOTE: You may want to take one session for each occupation.

1. Show the picture of the truck driver; say:

El camionero (point to him).

Have the children repeat. Say:

El camionero carga y lleva productos a
las tiendas.

Translate. Help the children repeat, for example, say:

Carga y lleva productos . . .

Have them repeat:

. . . a las tiendas.

Have them repeat.

El camionero carga y lleva productos a las tiendas.

2. Show the next picture. Say:

Él trabaja de día y de noche.

Translate. Have the children repeat.

3. Show both pictures of the camionero and have the children give the correct captions.
4. Have them draw a picture for one of these captions and copy the caption.
5. Continue in this manner for the other pictures.
6. When all the captions have been learned, ask questions such as:

¿Quién carga una pistola y una insignia?

¿Qué hace el policía?

Have the children answer, either individually or all together:

El policía carga una pistola y una insignia.

El policía maneja un carro blanco y negro, etc.

7. Play Lotto. Give each child a Lotto card and the eight name cards. Have a caller read the sentences. The children will place a correct name card on the sentence. The first child to fill his card says:

"Lo tengo."

Have him read his card out loud.

EVALUATION

Record the children's performance on step 6.

PART SEVENTY-FIVE
REVIEW OF LESSON SEVENTY-FOUR

LANGUAGE PATTERNS

El camionero	carga y lleva productos a las tiendas. trabaja de día y de noche.
La dentista	arregla las muelas picadas. limpia los dientes de los pacientes.
El policía	carga una pistola y una insignia maneja un carro negro con blanco.
La chofer del camión	maneja el camión de la escuela. lleva a los niños hasta sus casas.

¿Quién carga y lleva productos a las tiendas?

¿Qué hace

el
la

 _____?

MATERIALS

Prepare a multiple choice worksheet. For example:

La dentista carga una pistola.
 maneja el camión de la escuela.

PROCEDURE

1. On the chart review the occupations and activities. After each sentence is read, ask:

¿Qué hace

el
la

 _____?

If there are individuals who can give the reply, let them, then do it with the whole group. Otherwise, just do it with the whole group.

2. Ask questions such as:

¿Quién carga una pistola? etc.

3. Pass out the worksheets. Have the children draw lines from the occupation to the activity.

EVALUATION

Record the children's performance on step 3.

LESSON SEVENTY-FIVE

LANGUAGE PATTERNS

El policía

Cargo una pistola.
Manejo un carro blanco y negro.

El camionero

Cargo productos.
Trabajo de día y de noche.

La dentista

Arreglo las muelas picadas.
Limpio los dientes de los pacientes.

La chofer del camión

Manejo el camión de la escuela.
Llevo a los niños a sus casas.

¿Quién soy?

¿Qué dice

el
la

 _____?

MATERIALS

Pictures of the policeman, the truck driver, the dentist, the busdriver. The dentist and busdriver should be women.

A chart of the objectives.

A worksheet with items of this type:

Cargo una pistola	la dentista.
	la chofer.
	el policía.

PROCEDURE

1. Hold up the picture of the policeman. Tell the children the policeman is going to say something. Say:

Cargo una pistola. (translate)

Manejo un carro blanco y negro. (translate)

Have the children repeat. Ask:

¿Qué dice el policía?

Translate. Assist the children with the replies. Ask individuals as well. Do the same for the other three occupations.

2. ¿Quien soy?"

Say:

Cargo una pistola. Manejo un carro blanco y negro. ¿Quién soy?

(Translate the question).

At first assist the children with their replies. Do the same with the other three occupations. Have a child ask the questions.

3. Worksheet: Have the children draw lines connecting the phrase with the correct occupation. After everybody has finished check the papers together. First say:

¿Quién dice cargo una pistola?

Translate if necessary. The children will reply:

El policía.

Assist them with their reply if necessary. Follow this procedure with the rest of the worksheet.

EVALUATION

Record the children's performance on step 2. Have individual children reply if necessary.